

DEVELOPING CHARACTER AND ALIGNING PERSONAL VALUES
WITH ORGANIZATIONAL VALUES IN THE
UNITED STATES COAST GUARD

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This study investigates the best method for developing character and aligning personal and organizational values in the United States Coast Guard. All five of the military services embarked on comprehensive efforts to develop character and teach core values. Several environmental and cultural events inspired this endeavor. Military services are competing for scarce resources: new personnel. Challenges in recruiting and retention are threatening the readiness of the five branches of the military, particularly the U.S. Coast Guard, the smallest of the five military services. Society appears to be experiencing increased youth violence, suicide rates, drug and alcohol abuse, and illegitimate births. Some attribute this "bad" behavior to the lack of moral values, thus inspiring a corresponding resurgence of character education in schools. Of the dwindling pool of qualified candidates willing to consider the military, many potential recruits have engaged in activities directly contrary to military values, such as gang membership and drug use. At the same time, the public and the military organization itself holds its members to higher moral standards. The global environment enables smaller groups of military members' moral behavior to impact international relations. The reputation of the military is tarnished each time the media discovers breaches of honor by military members. For the military, this perceived deterioration of character and values threatens to undermine both the operational readiness and public support necessary to maintain an effective and empowered fighting force. Together, these factors make the character and values of military personnel as evidenced by their moral choices and behavior more critical than ever.

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The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

ABSTRACT

DEVELOPING CHARACTER AND ALIGNING PERSONAL VALUES WITH ORGANIZATIONAL VALUES IN THE UNITED STATES COAST GUARD BY LCDR Luann Barndt, USCG, 151 pages.

This study investigates the best method for developing character and aligning personal and organizational values in the United States Coast Guard. All five of the military services embarked on comprehensive efforts to develop character and teach core values.

Several environmental and cultural events inspired this endeavor. Military services are competing for scarce resources: new personnel. Challenges in recruiting and retention are threatening the readiness of the five branches of the military, particularly the U.S. Coast Guard, the smallest of the five military services.

Society appears to be experiencing increased youth violence, suicide rates, drug and alcohol abuse, and illegitimate births. Some attribute this “bad” behavior to the lack of moral values, thus inspiring a corresponding resurgence of character education in schools. Of the dwindling pool of qualified candidates willing to consider the military, many potential recruits have engaged in activities directly contrary to military values, such as gang membership and drug use.

At the same time, the public and the military organization itself holds its members to higher moral standards. The global environment enables smaller groups of military members’ moral behavior to impact international relations. The reputation of the military is tarnished each time the media discovers breaches of honor by military members. For the military, this perceived deterioration of character and values threatens to undermine both the operational readiness and public support necessary to maintain an effective and empowered fighting force. Together, these factors make the character and values of military personnel as evidenced by their moral choices and behavior more critical than ever.

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This research is a collaborative process made possible by many people. I thank everyone whose valuable assistance helped me complete this paper for submission. It is still a work in progress and I will never be satisfied with the contents. I hope that the information presented will inspire continued research in the areas of character development and values training.

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CHAPTER 1

INTRODUCTION

These three core values are the foundation of the United States Coast Guard.

Honor

Absolute integrity is our standard.
A Coast Guardsman demonstrates honor in all things:
never lying, cheating or stealing.
We do the right thing because it is the right thing – all the time.

Respect

We value the dignity and worth of people:
whether a stranded boater, an immigrant, or a fellow Coast
Guardsman; we honor, protect and assist.

Devotion to Duty

A Coast Guardsman is dedicated to the accomplishment of our
missions. We are loyal and accountable to the public trust. We
welcome responsibility.¹

New Coast Guard members are taught throughout initial entry training that these core values: honor, respect, and devotion to duty are to guide their performance, conduct, and decisions every minute of every day. As public servants, Coast Guardians must embrace these values in both their professional and personal lives. By their very nature, the Coast Guard's missions of protecting life and upholding the nation's laws take them out into situations others refuse to accept: dark, stormy nights on turbulent oceans with twenty- foot seas and sixty-knot winds, whether it be on a 378-foot cutter, 110-foot patrol boat, 47-foot motor lifeboat, HH65 helicopter or C130 airplane. Without strong personal character and personal belief in the organization's values, most men and women would

not venture into such a situation to rescue a stranger. What influences men and women in the Coast Guard to do what they do?

The Challenge(s)

Like many organizations, particularly the all-volunteer military service, the U.S. Coast Guard (USCG) experienced personnel shortages caused by both recruiting gaps and low retention and increased attrition. After two years of using conventional tools and interventions which were unsuccessful in achieving authorized personnel levels, critical workforce shortages caused existing members to work overly long hours to compensate for staff shortages. This negatively affected retention. In a bold, controversial move, the Coast Guard began advertising with the World Wrestling Federation (WWF). *Why WWF?* The reasoning appeared sound since WWF successfully targeted the demographic age groups from which the Coast Guard recruits. Several other factors made Coast Guard advertising on WWF an appealing option to reach a larger targeted market over a short period of time given the Coast Guard's limited recruiting budget:

1. WWF owner Vince McMahon's father served in the Coast Guard.
2. Current WWF champion, Stone Cold Steve Austin's brother, is serving as a Coast Guard Petty Officer.
3. Between the first ad on 15 February 1999 and 28 May 1999, 3,546 people called about CG opportunities.
4. Ratings for the WWF broadcasts increased 87 percent from the 4th quarter 1997 to 4th quarter 1998.
5. WWF programming airs in more than 120 countries and is available in 9 languages.

6. More than 32 million fans have attended WWF live events in the last decade.
7. In 1999, the federation's website will generate over 750 million hits.
8. During the week of 14 February 1999, the most-watched basic cable show was the impeachment vote with 2.3 million viewers.
9. Eight of the thirteen more popular shows were WWF or WCW broadcasts.²

Many Coast Guard members expressed concern about this decision to advertise Coast Guard opportunities on WWF given the coarse, crass behavior espoused on the program that certainly contradicted the Coast Guard's core values of Honor, Respect, and Devotion to Duty. Responding to these concerns, Admiral James Loy, Commandant of the Coast Guard, released a "Statement on Coast Guard Advertising with the World Wrestling Federation" accepting responsibility for the contract with WWF (appendix A).

In this statement, Admiral Loy shared his own concerns and explained the reasoning behind his decision to approve the agreement to advertise on WWF. Market research indicated WWF was the highest-rated cable program among all 18- to 24-year-old viewers, the targeted age group for entry level military service.³ While he was uncomfortable with the content of WWF programming, Admiral Loy recognized that this young viewing audience had the potential to become "great contributors to the Coast Guard."⁴ The Commandant of the Coast Guard concluded:

The presence of that strength gives a truer measure of the Coast Guard's character than the antics in a wrestling ring ever could--**and it convinces me that the current ad campaign will have no lasting effect on our character, our values, or the service we all love** [emphasis mine].⁵

Given the violent behavior and sexist values exhibited by the WWF which are so contrary to the Coast Guard core values, the decision to advertise on the WWF

programming raised several questions. In response to a particularly lengthy retirement letter from a Chief Warrant Officer (CWO4) citing the Coast Guard's decision to advertise on WWF programs as the primary reason for her hasty retirement, CAPT Richard Houck sent the following thoughts on WWF advertising and its effect on Coast Guard core values in an electronic mail message:

To me, the value system promoted by professional wrestling is not consistent with the values of the Coast Guard I serve. Sexism is only one aspect. Others include a propensity for violence, a glamorization of obscenity and extreme behavior, and a lack of basic human characteristics of compassion, helping, and working toward a higher common good. Honor, respect and devotion to duty don't come to mind when one thinks of professional wrestling. Even more concerning is that, according to some books/articles I've read, **changing someone's values is not easy, more often people join organizations and organizations select people who have similar values systems**. [emphasis added] What will happen with the "WWF generation" of Coasties will be interesting. I hope that we will be able to inculcate the CG values into our next generation, or that, like many of us, they outgrow the "WWF values" as they mature into adults/successful Coasties.⁶

In his statement, Admiral Loy noted that the jury was still out on whether he made the right call, and his misgivings might prevail if he was asked to renew the WWF recruiting contract after the initial six months. The contract was not renewed.

The Question(s)

This issue, along with my experience as the Regimental Officer at Recruit Training Center Cape May, formed my interest in my initial research question: *Can the U.S. Coast Guard transform diverse personal values to align with the organization's values of Honor, Respect, and Devotion to Duty?* After reading several studies, articles, and reports, I believed the information was conclusive that personal values could be aligned with organizational values. **My primary research question evolved to determining the programmatic approach that held the most promise to transform**

an individual's personal character and values to align with the U.S. Coast Guard's core values of Honor, Respect, and Devotion to Duty.

What are Core Values? Core values serve as a guide to the boundaries of human interaction and performance that is required of organization members. In the 1994 message promulgating the U.S. Coast Guard Core Values, the Commandant of the Coast Guard, Admiral J. W. Kime, described the organization's core values of honor, respect, and devotion to duty as follows:

values on which to build our leadership program of the future; values that were behaviorally anchored and applicable across all our human resource development programs . . . benchmarks for all Coast Guard members, from the newest recruit to senior management, civilian and military alike. . . . They represent the qualities I expect and will demand of all our Coast Guard people, whether follower or leader. I believe they are critical to our success as an organization. We are entering one of the most challenging and dynamic periods of our 204 year history. These core values are the cornerstone of our future service. . . . The above core values are more than just Coast Guard rules of behavior. They are deeply rooted in the heritage which has made our organization great. They demonstrate who we are and should guide our performance, conduct and decisions every minute of everyday. Because we each represent the Coast Guard to the public, we must all embrace these values in our professional undertakings as well as in our personal lives.⁷

In the informal notes related to the work group that developed the Coast Guard Core Values, someone described the existing Coast Guard Core attributes (Service to the American Public; Marine Focus; Traditional Roles; Multimission; Armed Force; Balanced Work and Life; Ethical Standards; and Organizational Identity) as the “what’s” of the organization and the core values [Honor, Respect, and Devotion to Duty] as the “how’s” of the Coast Guard. The attributes focus on the character of the organization while the core values focus on the character of its individual members.

Why Core Values? Society appears to be experiencing increased youth violence, suicide rates, drug and alcohol abuse, illegitimate births, lying, and cheating.⁸ Some attribute this “bad” behavior to the lack of moral values, thus inspiring a corresponding resurgence of character education in schools. Of the dwindling pool of qualified candidates willing to consider the military, many potential recruits have engaged in activities directly contrary to military values such as gang membership and substance abuse. The Coast Guard seeks to attract people from diverse cultures, backgrounds, and experiences. This creates an organization of people who formed vastly different personal values, some of which may be contrary to the organization’s values. Some new member’s personal values are challenged by their first experience with the ethnic, racial, gender, religious, and cultural diversity embraced by the military organization.

Having just served at the Coast Guard’s only recruit training center in Cape May, New Jersey, I have experienced the lack of character and values of young people first hand. When I was interviewing a recruit being considered for discharge because of a positive drug test result, he told me he used marijuana on a daily basis. As I reviewed his records, I pointed out that his background investigation form indicated he had only experimented with marijuana on two occasions. He responded that those were the two times he got caught so he did not have to report his daily use to his recruiter. I was stunned by his response. Clearly our individual values were divergent, and he had clearly not adopted the Coast Guard Core Values of Honor, Respect, and Devotion to Duty. Many recruits attempt to quit in the first several weeks of training. Although they are regularly reminded that they signed a binding enlistment contract, it does not seem to phase them in the least. Many recruits resorted to unethical means of obtaining a

discharge whether it was lying about a medical issue such as sleepwalking, headaches, or bedwetting; malingering through an unreal suicide attempt; or claiming homosexuality.

At the same time the character and values of new members appears to be declining, both society and the U.S. Coast Guard, as well as other military services, holds their members to higher moral standards. The controversy over the gap between military and civilian values was highlighted by the scandals that led to Captain Kelly Flynn being discharged from the Air Force for disobeying orders related to her affair with a married man while President Clinton continued to serve as President after the discovery of his affair with Monica Lewinsky. In a speech opening the Coast Guard Civil Rights Conference on 25 August 1998, Admiral Loy addressed the “military-civilian values gap.” Admiral Loy supported his point through a quote by General Walter Kerwin, retired Vice Chief of Staff of the Army in the 1970s: “The values necessary to defend the society are often at odds with the values of the society itself. To be an effective servant of the people, the Army must concentrate not on the values of our liberal society, but on the hard values of the battlefield.”⁹

Admiral Loy asserted that “the effectiveness of our armed forces depends on the good order that can only come from a values-centric culture.”¹⁰ This fact becomes more essential in today’s challenging, rapidly, vastly changing world. The global environment enables smaller groups of military members’ moral behavior to affect international relations (the rape cases in Okinawa and Kosovo, the flight accident involving the cable car in Italy). The reputation of the military is tarnished each time the media discovers breaches of honor among military members. Each of the services has experienced negative press on several military scandals perceived by the public to be caused by a lack

of character and values: the Navy's Tailhook and Naval Academy cheating scandal, the Army's Aberdeen and senior officer and enlisted scandals involving sexual harassment and adultery, the Air Force's Kelly Flynn. The Coast Guard has experienced its share of moral dilemmas which have been effectively handled from within, avoiding "front page solutions."¹¹

For the military, this perceived deterioration threatens to undermine both the operational readiness and public support necessary to maintain an effective and empowered fighting force. Together, these factors make the character and values of military personnel, as evidenced by their moral choices and behavior, more critical than ever. The Coast Guard seeks to attract people of diverse cultures, backgrounds, and experiences. Each individual brings his or her own personal values to the organization. Given this diversity, it is essential to have organizational values that are the foundation for all members. Core Values form the foundation for an individual as well as an organization. They are the rock people can cling to regardless of circumstances. Values provide strength that builds personal and professional character. As the organization changes, the core values endure.

Why Honor, Respect, and Devotion to Duty? In September 1994, the Commandant of the Coast Guard Admiral Kime chartered and tasked a work group with developing a fully integrated U.S. Coast Guard Leadership Program. Over thirty-five military and civilian members (a significant number in our small organization) were directly involved in the creation of the proposed core values which were "benchmarked across a multitude of successful organizations and tested against current literature." Admiral Kime agreed that the group not only captured the right set of values, but equally

important, identified values that were concise, easy to understand, and easy to remember in order to promote internalization. Captain Tom Taylor, USCG (retired) who was a member of the work group that developed the Coast Guard Core Values shared the little known piece of trivia that the values were specifically listed in the order of Honor, Respect, and Devotion to Duty to create the acronym HRD which represents Human Resources Development.

Promulgated by the Commandant of the Coast Guard in 1994, the core values of Honor, Respect and Devotion to duty can be traced back to the founder of the Coast Guard, Secretary of Treasury Alexander Hamilton. In a letter of instructions to the Commander Officers of the Revenue Cutters dated 4 June 1791, Hamilton described his thoughts of the qualities an officer of the Revenue Cutter Service should possess. “While I recommend in the strongest terms to the respective officers, activity, vigilance and firmness, I feel no less solicitude, that their deportment may be marked with prudence, moderation and good temper.”

Activity, vigilance and firmness are akin to the Coast Guard definition of Devotion to Duty: responsibility, accountability, and commitment. Prudence, moderation and good temper match the definition of Honor: integrity, uncompromising ethical conduct and moral behavior, and loyalty. Hamilton describes Respect (value diversity, treat others with fairness, dignity, and compassion, individual growth, empowerment, teamwork) in the following passage:

They will always keep in mind their countrymen are freemen, and, as such, are impatient of everything that bears the least mark of a domineering spirit. They will, therefore, refrain, with the most guarded circumspection, from whatever has the semblance of haughtiness, rudeness, or insult. If obstacles occur, they will remember that they are under the particular protection of the laws and that they

can meet with nothing disagreeable in the execution of their duty which these will not severely reprehend. This reflection, and a regard to the good of the service, will prevent, at all times a spirit of irritation or resentment. They will endeavor to overcome difficulties, if any are experienced, by a cool and temperate perseverance in their duty--by address and moderation, rather than by vehemence or violence. The former style of conduct will recommend them to the particular approbation of the President of the United States, while the reverse of it—even a single instance of outrage or intemperate or improper treatment of any person with whom they have anything to do, in the course of their duty, will meet with his pointed displeasure, and will be attended with correspondent consequences.¹²

As an organization, the Coast Guard has a rich heritage of demonstrating these core values. Signalman First Class Douglas Munro, the only Coast Guard recipient of the Congressional Medal of Honor, gave his life in selfless service that reflected honor, respect, and devotion to duty to which all Coast Guardians aspire. His Congressional Medal of Honor citation reads:

Petty Officer Munro was in charge of a group of 24 Higgins boats engaged in the evacuation of a battalion of marines trapped by enemy forces at Point Cruz, Guadalcanal on 27 September 1942. After preliminary plans to evacuate nearly 500 marines, under constant fire by enemy machine guns, Munro led five of his craft toward shore. As he closed the beach, he signaled the others to land, and then, in order to draw enemy fire and protect the heavily loaded boats, he valiantly placed his craft, with only two small guns, as a shield between the beachhead and Japanese gunfire. When the evacuation was nearly complete, he was instantly killed by enemy fire, but his crew of two--although both wounded--carried on until the last boat was loaded and safely cleared.

Signalman First Class Munro gallantly gave his life for his country at the young age of twenty-two. He died asking his shipmates, “Did they get off?”

How can an organization inspire the courage and dedication demonstrated by Douglas Munro? Would twenty-two-year-old men and women repeat Douglas Munro’s actions in today’s society or military service?

This takes us back to the question: *What influences Coast Guard men and women to do what they do?* It certainly is not the pay. The military pay scale leaves many junior

enlisted families eligible for state assistance. It certainly is not the hours. Eighty to one-hundred-hour workweeks are routine with several small duty stations standing port and starboard watches, one day on, one day off, for an entire four year tour, not to mention duty on the larger ships that are underway for long periods of time. The benefits, such as medical, dental, education, and retirement, certainly do not equal the risk of a Coast Guard career. The reasons Coast Guard men and women accept risk and personal sacrifice are based on personal character and values.

Organizations tend to attract and retain people whose values align with those of the organization. But what happens when organizations compete for a declining pool of qualified young adults being raised in a society with diverse moral values that may not align with the organization's values? As organizations, particularly military services, continue to do more with less as resources are reduced and staffs are downsized, it becomes increasingly important to ensure each individual performs to their highest level of productivity. As we focus more on customer-oriented service, the honesty, loyalty, accountability, fairness, respectfulness, responsibility, team-orientation, and helpfulness of our members is ever more critical to our success.

Consider your own experience dealing with company service representatives appearing to lack character and values. Have you ever been frustrated by a company service representative who failed to demonstrate any concern for providing customer support? How did that person's lack of concern reflect on the company? If that employee held personal values of integrity, loyalty, accountability, fairness, caring, respect, dedication, or responsibility, do you think the service you were provided would have been better? *If potential military candidates do not possess personal values that*

align with our organizational values of honor, respect, and devotion to duty, can we develop personal character and transform those individual's values so they do align with the organization? If so, how?

How do we develop character and align personal values with organizational values? All five of the military services embarked on comprehensive efforts to develop character and teach core values. Several environmental and cultural events inspired this endeavor. Challenges in recruiting and retention threatened the readiness of our five branches of the military. Businesses are becoming increasingly aware of a connection between personal character and values and company success. Yet, given the lack of Character Education in the recent past, many potential employees may not arrive with personal virtues desired by companies. Several organizations were founded on the premise of providing character training to companies. *Is character training the answer to the problem? How do you measure the effectiveness of these character-building and values training programs?*

What are we attempting to achieve through character development and values training? As leaders, supervisors, and parents we have the same primary goal: **to positively influence independent choice to make “moral” decisions**. We want our charges to make the right choice. We want our people to do the right thing, the right way, for the right reasons with the right intentions. We cannot guarantee choice. We can influence it, encourage it, stimulate it and affect it, but we cannot control it.¹³ Ultimately, to be successful, organizations need people who do the right thing right whether leaders are present to enforce standards or not.

Organizational values are the basis for building trust among employees and between employees and the organization. This is a leading factor affecting retention – another challenge for the Coast Guard and other military organizations.

A Chief Petty Officer described his desire for motivated, dedicated Coast Guardians:

Remember that the Coast Guard is not a job, it is not [an] adventure – it is a lifestyle. It is a 24-hour a day, 7-day a week commitment that you must make with your heart, your mind and it will lay claim to your very soul. You do not check your I.D. at the door – you are a member of the Coast Guard. As long as the hair stands up on the back of your neck when they play the National Anthem, as long as the music Semper Paratus sends a chill up your spine, then I want you as part of MY COAST GUARD.”

This is the kind of Coast Guardian a character development and values training program must produce.

In answering the primary research question of determining the programmatic approach that held the most promise to transform an individual’s personal character and values to align with the U.S. Coast Guard Core Values of Honor, Respect, and Devotion to Duty, the following subordinate questions must be addressed:

1. How can organizations improve climate and productivity by promoting organizational values?
2. What approaches have organizations used to promote organizational values?
3. What has been the effect of these approaches on organizational climate and productivity?
4. How have organizations measured the effectiveness of these approaches?
5. What approaches have the most promise for promoting organizational values?

6. What approach may have the most promise for promoting character development and shared values in the United States Coast Guard?

Assumptions

The following assumptions relate to this research:

1. Personal values can be transformed even at the age of young adulthood
2. Character training can develop and improve an individual's character
3. The effectiveness of character development and values training programs can be measured

Definitions

The following definitions are provided for the purpose of this research:

Character. Character is “one of the attributes or features that make up and distinguish an individual.”¹⁴ The word comes from the Greek words *charakter* and *ethos* from which we have derived our words “ethics” and “ethical.” Consider the definition of a *Character Witness*: “a person who gives evidence in a legal action concerning the reputation, conduct, and moral nature of a party.”¹⁵ Or *Character Assassination*: “the slandering of a person usually with the intention of destroying public confidence in that person.”¹⁶ Stephen Covey describes character as Integrity (Habits=Values=Words=Deeds) + Maturity (Courage balanced with Consideration) + Abundance Mentality. Thus, “Character is what a person is.”¹⁷ Some other popular definitions of character include: (1) Character is what we do when no one is looking; and (2) Character is what you are in the dark. Aristotle described “personal character” as “We are what we repeatedly do.”¹⁸ Character is a compilation of our actions that we consistently practice. “Our choices develop our character--and our character determines our choices.”¹⁹

Character Education. “Character education is a planned, comprehensive, and systematic approach for teaching self-respect, responsibility, trustworthiness, and citizenship.”²⁰

Core Values. Core values serve as a guide to the boundaries of human interaction and performance that is required of organization members. Core values are the “how’s” of an organization.

Ethics. Ethics is “the discipline dealing with what is good and bad and with moral duty and obligation.”²¹ Synonyms include: morals, morality, principles, belief, ideal, standard, value.²²

Morals. Morals are a “mode of conduct.”²³

Morality. Morality is “conformity to ideals of right human conduct.”²⁴ Synonyms include: ethic, goodness, probity, rightness, righteousness, uprightness, virtue.²⁵

Principles. Principles are comprehensive and fundamental law, doctrine, or assumption.”²⁶ Synonyms include: ethic, basis, foundation, ground, canon, precept, rule.²⁷

Rules. Rules are “concrete and specific directives for conduct that derive from principles.”

Situation Ethics. “A system of ethics by which acts are judged within their contexts instead of by categorical principles.”²⁸

Values. Values are “relative worth, utility, or importance.”²⁹ Synonyms include: worth and quality.³⁰

Virtue. Virtue is “a conformity to a standard of right--morality; a particular moral excellence.”³¹ “Virtue is wanting to do what you have to do.”³² Synonyms include: goodness, excellence, quality, character.³³ Also consider *Cardinal Virtue*--“one of the four classically defined natural virtues: prudence, justice, temperance, or fortitude; a quality designated as a major virtue.”³⁴ Theological Virtue is “one of three spiritual graces: faith, hope, and charity drawing the soul to God according to scholastic theology.”³⁵

To summarize the interrelationship of these key terms: A person demonstrates his or her *character* (good or bad) through actions and intentions. *Values* are a source of strength that give people the power to act (demonstrate character). *Principles* are broad general, enduring guidelines that all people should follow from which more specific directives for conduct, *rules* are derived. *Morality* is the dimension of life related to right conduct which includes virtuous character and honorable intentions as well as the resulting decision and actions. *Ethics* is the study of morality.

Limitations

This research will cover the validity of character developing organizations for young adults. My intent is to focus on values and character training in a business setting. Most documentation provided information on character or moral education for school age children.

Delimitations

This research will not evaluate the values that should be included in a character training program other than to compare and contrast those core values of the different military services.

Methodology

This important and interesting subject required integrated, multi-disciplinary analysis and synthesis to thoroughly research the topic. The methodology included an extensive analysis of previous and current research on character development and values training. By reviewing existing literature and examining value-based organizations, I planned to discover qualitative findings to determine the importance of aligned personal and organizational values and personal character and how best to achieve translate character and values training into moral behavior and “right” choices.

In addition, I conducted an informal survey gathering opinions on character development and values from key Coast Guard leaders in positions related to training. Detailed methodology is discussed in chapter 3.

Summary

Today’s challenges (global environment; advancing technology; soldier diplomats; personnel shortages; diverse staff; public trust of the military) make the character and values of military personnel as evidenced by their choices and actions more important than ever. We must ensure that our efforts to develop character and teach values actually translate into appropriate decision and moral behavior.

¹The United States Coast Guard Core Values were promulgated by an ALCOAST message on 14 April 1994.

²Dave French, PA2, USCG, “Body Slamming the Workforce Shortage,” *Coast Guard Magazine*, June 1999, 2 of 3; available from <http://www.uscg.mil/hq/g-cp/cb/jun99/slammin.html>; Internet; accessed 18 October 1999.

³*Ibid.*, 2.

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¹⁹John Templeton Foundation: College and Character: The Templeton Guide: Introduction, “College and Character,” available from <http://www.collegeandcharacter.org/guide/introduction.html>; Internet; accessed 22 February 2000, p. 1 of 2.

²⁰University of Illinois Extension--Character Education, "Urban Programs Resource Network," available from <http://www.urbanext.uiuc.edu/Programs/character.html>; Internet; accessed 24 February 2000, p. 1 of 4.

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²²*Ibid.*

²³*Ibid.*

²⁴*Ibid.*

²⁵*Ibid.*

²⁶*Ibid.*

²⁷*Ibid.*

²⁸*Ibid.*

²⁹*Ibid.*

³⁰*Ibid.*

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³²Michael C. Loehrer, *How to Change a Rotten Attitude* (California: Corwin Press, Inc., 1998), 12.

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CHAPTER 2

LITERATURE REVIEW

The purpose of this research was to determine the best method for the United States Coast Guard, or any other organization, to develop character and transform an individual's personal values to align with the organization's culture and core values, which for the Coast Guard are honor, respect, and devotion to duty. While initial research using keywords such as "character," "ethics," "morals," and "values" led to an expansive amount of information, most existing research related to character education in schools.

The challenge was finding research focused on aligning personal and organization values in the business world. Because the subject of character and values is considered "touchy feely," "soft," "fuzzy," and difficult to measure, only recently has the corporate world explored the relationship between shared values and employee commitment which translates into improved productivity and results in increased profitability. The topic of aligned or shared values appears to be a growing area of research.

The bibliography for this research paper is quite extensive and has been provided with the hope that it will inspire further investigation into the subject of character development and values training. My research uncovered several dissertations and theses papers that examined character and values in the military. It was not until late in my effort that I discovered research papers reporting findings on character development and values training in the military. Many of these papers challenged the current values inculcation programs. I found numerous journal articles discuss character education and

training, particularly in grammar school. There are an incredible number of internet web sites that provided information on character development and values training. Many of these sites advertised consulting services and offered training programs to develop employee character. Two books provided detailed documentation on the relationship shared values have with employee commitment and loyalty. Several other books written by renowned leadership experts include discussions on the importance of shared values and character and the positive effect in the business world. The bibliography also contains several excellent references that provided tools and ideas for parents to develop character and values in their children.

An incredible amount of research documented the perceived values gap between civilians and the military. A few of these papers are discussed below.

Scott Lawrence Efflandt's (May 1998) research "Shared Values?: Measuring Value Differences Between Civilians and Soldiers" used surveys which measured the value difference between a sample of soldiers, untrained recruits, and college students. He compared survey results and concluded that recent value problems reflected systemic value differences rather than random value conflicts. While the conclusion substantiated military leaders' claims that new recruits have differing values than the military organizations, new or potential recruit values are not representative of larger society. This finding of a values gap between new recruits and the values held by the military organization highlighted the challenge presented by an all-volunteer force that self-selects--those who chose to join--rather than drafting members from all aspects of society. Efflandt found that values of young adults who do not enter the military were similar to those already in the Army rather than the new recruits who chose to join.

Another important conclusion of this research is that the analysis indicated the length of service in the Army had no affect on personal values. The paper suggested additional research was needed to address what other conditions of Army service do affect values.¹

In “American Society VS U.S. Army Values: Direction of Society’s Values and Implications for the 21st Century Army,” James Youngquist noted the declining moral values of youth in his research. He pointed out the negative affect of declining pools of candidates who meet the increasing accession requirements of the Army, particularly moral character standards. Youngquist recommended the Active Army, USAR, ARNG, and JROTC staffs assist high school leadership with character education in order to ensure the future Army candidates maintain the highest standards.²

In order to close the perceived gap between military and civilian values, Mary L. Torgersen recommended implementing an expanded military service program which offers tiered enlistment options to attract more volunteers with diverse values into the military in her research “A Widening Values Gap Between the US Military and American Society: Are the Alarmists Right?” (April 1998). Torgersen concluded this option would diminish the divergence of values between American society and its military that she and other researchers have documented.³

James T. Schroeder in “Ethics and Values in the Army Today” (March 1996) asserted that the changes to the official Army ethic and values over the past two decades has contributed to confusion concerning the definition of ethics and values. He suggested standardization, stating the ethic and values in simple terms, and maintaining consistency.⁴

The following research presented solutions to improve character development and values training.

Rita A. Price “The Quest for Moral Fiber at the Precommissioning Level” (April 1996) examined ethics training in various service academies in support of Character Development-2001 (CD-2001) Task Force which was formed to investigate, develop, and implement a systematic and progressive ethics program to meet the needs of the twenty-first century. Price concluded there were differences in ethics training among the sister academies and between ROTC and West Point. She also noted several variables requiring further examination including staff selection and training; preparation of course content; ability to capture students’ interest in ethics.⁵ Price reinforced that “Inculcating moral fiber into our nation’s future Army officers should be the number one mission for all.”⁶ This can best be accomplished through instructors who demonstrate moral behavior and live by the organization’s values. The study recommended review of the findings and review of the existing ethics curriculum of all sister services. Price reinforced the importance of carefully selecting officers to be trainers because “the compassionate and caring leader who epitomizes virtue and lives the moral life will teach our young cadets better than one who sees his duties as just that--duty. Teaching from the heart with an understanding of what the words Duty-Honor-Country mean will generate a better officer than one who is instructed solely from a book.”⁷

Daniel R. Simmons in “Core Values Foundation for the Twenty-First Century” examined the core values that are the key to preparing tomorrow’s leaders to handle the challenges of the twenty-first century. Simmons documented a “crisis of character” using public examples of military misconduct. He also discussed the declining moral health of

new recruits. He recommended that the Air Force integrate core values education and awareness smartly into the life cycle of its officers by creating an Air Force center for core value development to direct the effort. Simmons' paper included an important quote from General John A. Wickham Jr., USA, retired, "The better the values and character, the more effective the leadership in any organization--military or civilian. But values come first. They are the bedrock for a character of excellence."⁸

W. Spencer Butts in "Joint Military Ethics: A Framework for the Future" (February 1998) concluded that the military must improve education and training to lay a strong ethical foundation to build military men and women of high moral character and integrity. He noted that recent headlines of scandals in the military indicate a problem exists, but it is difficult to identify the single source for these ethical breaches. Butts proposal to improve the ethical environment and behavior of military members is to establish a common foundation of knowledge and experience (education), a requirement of officers to lead their subordinates through personal demonstration (example), a requirement to comply with standing laws and regulations or be subject to punishment (enforcement), and the establishment of a means to provide feedback to continually improve the process (evaluation). He suggested using the DOD "primary ethical values" identified in the *Joint Ethics Regulation* (honesty, integrity, loyalty, accountability, fairness, caring, respect, promise keeping, responsible citizenship, and pursuit of excellence) as a "joint" set of core values for all Soldiers, Sailors, Airmen, and Marines.⁹

In "The Impact of Training and Culture on Leadership Values and Perceptions at the United States Army Engineer School" (1998) Ted Alan Thomas measured leadership values and perceptions before and after two training programs of different lengths to

determine if leadership could be taught. The findings were that leadership could be taught. The conclusion was that the Army was doing an outstanding job of indoctrinating junior officers into the Army culture through all three commissioning sources. One of the researcher's five recommendations was to increase the emphasis on Army core values in the training.¹⁰

Frank L. Carson in "Teaching Military Ethics as a Science II" (1989) recommended the Army Center for Leadership and Air War College conduct an academic and practical review of "valuemetrics" (new value science) to enhance existing Army leadership and ethics training programs. Two studies indicated that the study of valuemetrics enhanced ROTC students' ability to understand and discern degrees of goodness over existing ethics training.¹¹

William H. Bruening presented a historical review of American moral education efforts; a discussion of which values should be taught; and what teaching model is best to teach the selected values to be taught in his research entitled "Can Values Be Taught?" Contrary to research indicating values can be taught, Bruening concluded that values cannot be taught, but must be learned by observing the behavior of ethical people.

In "What Research Tells the Principle about the Teaching of Values," Claire C. Irwin provided an overview of values education along with controversies, such as what methods should be used to teach. Irwin's research provided summaries of fourteen of eighteen instruments (tools and techniques) she identified for the measurement of values. Irwin concluded, "The evaluation and measurement component has been sketchy, weak, even rare. How do we know if values education has been successful or not? There is

much work to be done, if one is to observe Thorndike's dictum: 'Whatever is, exists in some quantity and therefore can be measured!'"¹²

The information found on the internet was critical to this research. Several articles found on the internet provided a background and history of Character Education including Craig Cunningham's "*A Certain and Reasoned Art; The Rise and Fall of Character Education in America*" and Larry Nucci's "*Moral Development and Moral Education: An Overview*." W. Huitt also provided information on Moral and Character Development through his extensive hotlinks that provide background information, definitions, teaching and behavior models. This site was truly a valuable find which came late in my research.

Another crucial find on the internet was Des Dearlove and Stephen Coomber's research for Blessing and White: "Heart and Soul, A Study of the Impact of Corporate and Individual Values on Business." This research suggested that "values-driven" business' have marked advantages in recruitment, development and retention; motivation, and achieving alignment between organizational and individual goals; change management; and crisis management. The results provided a compelling case that by distilling and communicating core values to employees; strengthening the link between organizational and personal values to gain commitment and tap into energy; and build a social community through shared goals companies can improve performance.¹³

Several other websites contained relevant information on Character, Ethics, and Values Training including The Institute for Global Ethics and Character Training International. Each of the military services has websites that contain pages devoted to core values and character training.

A combined military effort on ethics is contained in JSCOPE, Joint Services Conference on Professional Ethics, which contained information on the annual conference held in the last several years. Lieutenant Colonel Willard D. Goldman questioned the military's current character development methods in his paper "In Pursuit of Character Development: Why the Military Is on the Wrong Road" documenting his presentation at the 1996 JSCOPE. In this paper and another article that appeared in *Military Review* in January 1998, Goldman stated that "This staggering spate of leaders ending otherwise notable careers in disgrace is the most compelling evidence to date that the US military culture does not intrinsically promote principled behavior."¹⁴ Goldman suggested defining the end state and creating a Department of Defense effort to develop a comprehensive character development program that embraced all of the fragmented human relations programs.¹⁵

Several 1999 JSCOPE papers specifically addressed military core values. These included notes for a presentation entitled "The Core Values Movement Falls Short" by Captain Arnold Resnicoff, CHC, USN. Professor Manuel Davenport of Texas A&M University complimented the Marine Corps Core Values Program in his paper "The Implementation of Core Values." During Marine Corps boot camp, recruits attend weekly one-hour core value classes for the twelve weeks of training. Most classes are taught by the Drill Instructors who facilitate discussions based on experience or current issues within the training company. Davenport stated, "I am convinced that the Marine Corps is making the kind of effort necessary to change the behavior of its members for the better and has been effective in doing so."¹⁶ Drill Instructors estimate that

approximately two-thirds of the recruits adopt these new values while about one-third lapse back to their personal values and civilian behavior.

In “Beyond Corps Values” Major Peter S. Bowen, USMCR, asserted that “Values programs can not provide the intellectual framework because they are empty and fail to provide a compelling “why” or motivation for ethical behavior.”¹⁷ Bowen equated mastering character development with developing mastery of flying, driving, combat arms, or shiphandling.¹⁸ Based on Bowen’s conclusion that “True character development best occurs in the context of executing multiple skill sets in a dynamic environment while a member of a team pursuing a noble goal” indicated he would advocate the Action Learning approach to character development.¹⁹

Two JSCOPE articles discussed character development at the United States Coast Guard Academy. Commander Patrick Kelly and Dr. John Gibson, both of the Leadership and Character Development Branch, presented “We Hold These Truths: The Development and Assessment of Character” at the 1996 JSCOPE. Kelly and Gibson presented the U.S. Coast Guard academies approach to character development and a model to assess the effectiveness of character development efforts.²⁰ Two years later, at JSCOPE 99, Commander Kelly presented “Charting Progress: The Assessment of Core Values in the U.S. Coast Guard.” Kelly measured the presence of core values at Coast Guard field units by surveying cadets who spent five to ten weeks aboard ships in 1998. He concluded that core values were observed at “reasonably high levels” and that there were no statistical differences between male and female cadets.²¹

Many of the journal articles related to character education and focused on teaching character and values to school-aged children. The November 1993 issue of

Educational Leadership was devoted to articles on character education. The ten articles addressed issues, such as returning to character education, finding effective character education, transmitting values, designing an ethics class, applying character education, what makes character education work, and the importance of role modeling in teaching character. One major point made by Alan Lockwood in his “Letter to Character Educators” is that: “If the public enthusiastically endorses programs based on the fallacious assumption that there is a direct relationship between values and behavior, the resulting disappointment may doom all effort at moral education.” These articles reiterated the difficulty in measuring the effect of character education and that more research is needed in the area of measuring results of these programs.

Literature on character training in business organizations was more difficult to find. Some Journals that discussed values and character development in the workplace included: *Journal of Business Ethics*; *Journal of Physical Education, Recreation & Dance*; *Total Quality Management*; *Vital Speeches of the Day*; *Executive Excellence*; *Training*; *Manage*; and *Soldiers*. The following two articles are testimonials as to the benefit of values in the workplace.

In the article “Redefining the Workplace--a Personal Interview with Terry Powell” printed in *Manage* in July 1999, Mr. Powell, Vice President of Human Resources for the Lockheed Martin Corporation, related how his company’s focus on developing employees personal values has set Lockheed Martin apart from its competitors.

Raymond V. Gilmartin, Chairman, President and CEO, Merck & Co., Inc. expressed similar views in his speech delivered on 20 October 1998 and reprinted in *Vital*

Speeches of the Day on 15 January 1999. Mr. Gilmartin stated: “To me, that is evidence that our ethics and core values have helped to create a competitive advantage for Merck. I strongly believe that it is our core values and our diligent attention to ethics that make people want to work for Merck, drive them to achieve excellence, and propel them to discover and deliver medicines to the people.”²²

My research uncovered two books that cover this topic in depth. In *Lasting Change, The Shared Values Process That Makes Companies Great*, Rob Lebow and William Simon provided “a quantifiable, tested program that rapidly translates into bottom-line profits and enhanced job satisfaction.” The authors claimed their process has achieved positive effects on customer focus, competitive advantage, and bottom-line for top companies such as Armco Steel, Trane, Holland American Lines, Westmark Hotels, PepsiCo, Engen South Africa, and Frontier Phone.²³

In *The Loyalty Effect*, Fred Reichheld made “the powerful economic case for loyalty” in relation to customers, employees, and shareholders. A typical major corporation will replace half their employees in four years. Reichheld’s research shows the relationship between loyalty-based management and profit through companies like State Farm, Toyota/Lexus, MBNA, John Deere, and the Leo Burnett advertising agency.²⁴

In another excellent reference, *Five-Star Leadership*, Patrick Townsend and Joan Gebhardt shared leadership steps used by the Air Force, Army, Coast Guard, Marine Corps, and Navy. Chapter 6 specifically covers “Staying the Course: Character, Virtue, Ethics.”²⁵

Many books on leadership include chapters and sections that discussed character and values.

In *A Higher Standard of Leadership* based on *Lessons from the Life of Gandhi*, Keshavan Nair discussed a commitment to absolute values and devotes Section III of the book to Decisions and actions Bounded by Moral Principles.²⁶

Noel M. Tichy wrote about the “Leadership Engine”--a proven system for creating dynamic leaders at every level of an organization in his book of the same title. Successful companies developed leaders who have clear, teachable points of view that they use to foster the ability of others in four critical areas. One of those areas is instilling values that support the successful implementation of good business ideas.²⁷

In his book *Leading People* Robert H. Rosen stated: “Healthy enterprises start from core human values, such as trust, integrity, and teamwork, and they balance the needs of all their stakeholders--employees, customers, shareholders, and the larger community. They don’t do this merely because it’s right or fair. They do it because it’s better business, because it gives them the profound and enduring competitive advantage of a fast, flexible work culture, where employees act like they own the business, learn on the job, and care deeply about quality and service.”²⁸

Stephen Covey founded his international Leadership Center based on principle-centered leadership which he wrote about in his book of the same title. Covey indicated the key to dealing with today’s challenges is the recognition of principle-centered core in both individuals and organizations. His research supported that this philosophy increases quality and productivity.²⁹ Covey also addressed lessons in personal change based on a principle-centered life in his book *7 Habits for Highly Effective People*.³⁰ Covey states

that “behavior is a product of their own conscious choice, **based on values**, rather than a product of their conditions, based on feeling” [emphasis added]³¹ when describing his first habit which is *Be Proactive*.

In *The Leadership Challenge*, James Kouzes and Barry Posner found in over fifteen years of international research in all organization levels, both public and private, that:

When there is a congruence between individual values and organizational values there’s a significant payoff for leaders and their organizations. Shared values make a significant difference in work attitudes and performance:

- They foster strong feelings of personal effectiveness.
- They promote high levels of company loyalty.
- They facilitate consensus about key organizational goals and stakeholders.
- They encourage ethical behavior.
- They promote strong norms about working hard and caring.
- They reduce levels of job stress and tension.
- They foster pride in the company.
- They facilitate understanding about job expectations.³²

In chapter 9, “Set the Example, Doing What You Say You Will Do” of *The Leadership Challenge*, the authors cover topics, such as Clarifying Values: Beliefs Guide Choices and Actions; Unifying Constituents: Shared Values Make a Difference; What Shared Values are Important?; and Can Values Be Imposed? In chapter 5 of their earlier book, *Credibility*, Kouzes and Posner talk about affirming shared values. Their writing discusses using shared values to make a difference and using organizational systems, such as recruiting and hiring; orientation; training and development; and promotions to reinforce shared values.³³

Max DePree, chairman and CEO of Herman Miller, Inc., named as one of *Fortune* magazine’s ten “best managed” and “most innovative” companies, wrote about

the importance of shared values in both his books *Leadership is an Art* and *Leadership Jazz*. In *Leadership Jazz*, DePree devotes a chapter to “Where Do Ethics and Leadership Intersect?”³⁴

John W. Gardner discussed the importance of values throughout his book *On Leadership*. He emphasized that values must be reflected in actual behavior and they must be regenerated because they tend to decay. Gardner stated: “In any community, some people are more or less irretrievably bad and others more or less consistently good. But the behavior of most people is profoundly influenced by the moral climate of the moment. One of the leader’s tasks is to help ensure the soundness of that moral climate.”³⁵

Robert K. Greenleaf focused his analyses on employees rather than the typically focused studies on customers, products, or shareholders. Greenleaf’s reputation as an advocate of humane values across the spectrum in all human relations is evident through his essays in the book *The Power Of Servant Leadership*.³⁶

In *Leadership and the New Science*, Margaret J. Wheatley showed how the “new science”—the revolutionary discoveries in quantum physics, chaos theory, and biology that are overturning the models of science provides equally powerful insights for transforming how we organize work, people, and life.³⁷ Wheatley equated the power of values with fractals.

The very best organizations have a fractal quality to them. An observer of such an organization can tell what the organization’s values and ways of doing business are by watching anyone, whether it be a production floor employee or a senior manager. There is a consistency and predictability to the quality of behavior. No matter where we look in these organizations, self-similarity is found in its people, in spite of the complex range of roles and levels. . . . The potent force that shapes behavior in these fractal organizations, as in all natural systems,

is the combination of simply expressed expectations of acceptable behavior and the freedom available to individuals to assert themselves in non-deterministic ways. . . . They trust in the power of guiding principles or values, knowing that they are strong enough influencers of behavior to shape every employee into the desired representative of the organization. These organizations expect to see similar behaviors show up at every level in the organization because those behaviors were patterned into the organizing principles at the very start.³⁸

Peter M. Senge introduced the theory of learning organization in his book *The Fifth Discipline*. His theory is that the only sustainable source of competitive advantage is its ability to learn faster than its competition. His follow-up book *The Fifth Discipline Fieldbook* provided hands-on activities to create a learning organization. Several of these activities center on developing shared values. Senge states, “When values are made a central part of the organization’s shared vision effort, and put out in full view, they become like a figurehead on a ship: a guiding symbol of the behavior that will help people move toward the vision. It becomes easier to speak honestly, or to reveal information, when people know that these are aspects of agreed-upon values.”³⁹

Although authors Ed Oakley and Doug Krug do not specifically discuss shared values in their book *Enlightened Leadership*, in chapter 9, they wrote about Alignment Through Shared Purpose and Vision. One of the highlights of this chapter is that “A detailed description of the desired organizational environment, generated by the people, can provide a powerful shared vision to move toward in alignment.”⁴⁰ Alignment is the key to harnessing workers discretionary energy.

In the chapter “Commit to Ethical Behavior” in Charles Manz’ book *The Leadership Wisdom of Jesus*, he cited the reluctance of many business leaders to discuss or write about ethics and to speak out about unethical choices made by others because of their own vulnerability to close scrutiny when faced with moral dilemmas. He contended

this silence can suggest a lack of concern or give little importance to ethics. Manz also cited an MBA professor's research that indicates two-thirds of future leaders who enter her class have shaky values and find ethical concepts to be quite foreign. Many of her students resented the requirement to study ethics as they feel it is a waste of time.⁴¹

Donald T. Phillips provided leadership strategies based on Lincoln's example in his book *Lincoln on Leadership*. In Part II on "Character," chapter four discusses Honesty and Integrity are the Best Policy. One of Lincoln's Principles as seen by this author is "You must set, and respond to, fundamental goals and values that move your followers."⁴² Phillips contends values motivate. "Any successful organization, whether a business or a country, must possess strong shared values."⁴³

After conducting studies in more than 500 organizations and numerous international business leaders, Daniel Goleman identified the single most important factor of success is emotional intelligence: self-awareness, self-confidence, and self-control; commitment and integrity; the ability to communicate and influence, to initiate and accept change. In his book *Working with Emotional Intelligence*, Goleman reinforces that adherence to shared values must be reflected in criteria for selection, job placement, promotion, performance review, and other organizational policies.⁴⁴

In his book *Adversity Quotient*, Paul G. Stoltz uses the analogy of the "tree of success" to clarify the foundational role the adversity quotient (AQ) plays in unleashing all aspects of lifelong potential regardless of challenges. He describes the tree by relating the following:

- Roots: Genetics, Upbringing, and Faith
- Trunk: Intelligence, Health, and Character
- Branches: Talent and Desire

- Leaves: Performance⁴⁵

“Character has gained great attention thanks, in part, to the writings of Stephen Covey (*Seven Habits of Highly Effective People*), *Poor Richard’s Almanac*, William Bennett (*Book of Virtues*, *The Moral Compass*), Laura Schlesinger (*I Can’t Believe You Did That: The Abdication of Courage, Character, and Compassion*), and many others. These authors remind us of some fundamental laws of human civilization as described by Aristotle nearly 2400 years ago and in the Old and New Testaments. Fairness, justice, honesty, prudence, kindness, courage, generosity--all are essential to our successful and peaceful coexistence. One might argue that a society without virtue is not a society at all. Character is a trunk issue.”⁴⁶ In other words, like the leaves on the tree rely on the strength of its trunk, so too does performance rely on the strength of character.

In his book *Thriving on Chaos*, Tom Peters prescribes that organizations spend time lavishly on recruiting those employees with qualities that fit the organizations to gain commitment from the outset. As average employees are expected to contribute more to the organization than ever before, commitment is essential to success. He contends the recruiting process begins the task of transforming raw recruits into committed starts able to cope with the faster pace of change in this new age. Increased autonomy and the need for mutual trust add significance to the recruitment process. Selection criteria should emphasize appropriate “soft stuff,” such as teamwork potential, as much as or more than “hard stuff.” Peters stated, “The process of engendering commitment, the first step toward involvement, and organization featuring self-managing teams can be radically enhanced (or detracted from) by the recruiting process.”⁴⁷ Peters cited quotes from Tom Melohn of TAT&D, which reduced turnover from 27 percent to 4 percent between 1978

and 1987: “I strongly believe in the importance of having a work force that shares the same values. . . . To get your recruiting straight, you’d best have your values straight.”⁴⁸

Some of the many books that provided guidance and suggestions for building character, values, and virtues within families are listed in the bibliography. Appendix B provides a comparison of the values identified in each of these references as well as the core values of each of the military services.

This literature review supported the need for research in the area of character development and values training. Many articles verified the existence of the perceived values gap between civilian and military members and the need for higher moral standards among service personnel. Some research explored the relationship character and values had on organizational culture and company performance and while there was a strong belief that there was a positive relationship between shared values and productivity and profitability, the research was anecdotal. There is a vast amount of documentation on character and values available including various existing character development and values training programs that implement many different methods. Yet, the research conclusions appeared contradictory, fragmented, and incomplete with no conclusive evidence that character development and values training translated into moral behavior.

However, the sheer volume of character development organizations and the energy of their efforts indicates a potential for working together toward proposed solutions that would provide valid, reliable data needed to design effective character development programs that positively affect individual behavior. Finally, the literature

indicated expertise is available to create tools to measure the success of these character development and values training programs.

¹Scott Lawrence Efflandt, "Shared Values?: Measuring Value Differences Between Civilians and Soldiers" (Master's thesis, Texas A&M University, 1998), iii-iv.

²LTC James H. Youngquist, USAR, "American Society VS U.S. Army Values: Direction of Society's Values and Implications for the 21st Century Army" (U.S Army War College Fellowship, University of Texas at Austin, May 1996), 15-16.

³COL Mary L. Torgersen, "A Widening Values Gap Between the US Military and American Society: Are the Alarmists Right?" (Strategy Research Project, 8 April 1998), 27-28.

⁴James T. Schroeder, "Ethics and Values in the Army Today" (Strategy Research Project, 7 March 1996), 21-22.

⁵Rita A. Price, "The Quest for Moral Fiber at the Precommissioning Level" (Strategy Research Project, 15 April 1996), 20.

⁶Ibid., 20.

⁷Ibid., 21.

⁸LTC Daniel R. Simmons, USAF, "Core Values Foundation for the Twenty-First Century" (Maxwell Paper No. 11, Air War College, Maxwell Air Force Base, AL), iii, 1-5, 29.

⁹W. Spencer Butts, "Joint Military Ethics: A Framework for the Future" (Naval War College, 13 February 1998), 8, 12, 16-17.

¹⁰Ted Alan Thomas, "The Impact of Training and Culture on Leadership Values and Perceptions at the United States Army Engineer School" (Ph.D. diss., University of Missouri- Rolla, 1998).

¹¹Frank L. Carson, "Teaching Military Ethics as a Science II" (Research Report, Air War College, 1989), 16, 19.

¹²Claire C. Irwin, "What Research Tells the Principal about the Teach of Values" (Paper presented at the Annual Convention of the National Association of Secondary School Principals, 5 March 1988), 23-24.

¹³Des Dearlove and Stephen J. Coomber, "Heart and Soul: A Study of the Impact of Corporate and Individual Values on Business," available from <http://www.blessingwhite.com>. Internet.

¹⁴Colonel W. Darryl Goldman, US Army. "The Wrong Road to Character Development?" p. 1 of 6; available from <http://www-gsc.army.mil/milrev/milrvweb/jeng.web/html/jan/gol.html>; Internet.

¹⁵*Ibid.*, 5 of 6.

¹⁶Professor Manuel Davenport, Texas A&M University, "The Implementation of Core Values," p. 2 of 3; available from <http://www.usafa.af.mil/jscope/JSCOPE99/Davenport99.html>; Internet; accessed on 25 February 2000.

¹⁷Major Peter S. Bowen, "Beyond Corps Values," p. 6 of 13; available from <http://www.usafa.af.mil/jscope/JSCOPE99/Bowen99.html>; Internet.

¹⁸*Ibid.*, 8 of 13.

¹⁹*Ibid.*, 12 of 13.

²⁰Commander Patrick Kelly and Dr. John Gibson, "We Hold These Truths: The Development and Assessment of Character," available from <http://www.usafa.af.mil/jscope/JSCOPE96/kell96.html>; Internet; accessed on 27 February 2000, p. 1 of 13.

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³²James M. Kouzes and Barry Z. Posner, *The Leadership Challenge, How to Keep Getting Extraordinary Things Done in Organizations* (San Francisco: Jossey-Bass Publishers, 1995), 213.

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³⁷Margaret J. Wheatley, *Leadership and the New Science: Learning about Organization from an Orderly Universe* (California: Berrett-Koehler Publishers Inc., 1994), back flap.

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⁴⁴Colonel Daniel Goleman, USA, "The Wrong Road to Character Development," available from www-cgsc.army.mil/milrev/milrvweb/jneng.web/html/jan/gol.html; internet; p. 276.

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CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains the method used to conduct the research to determine the best method for developing character and aligning members' personal values with the Coast Guard's organizational core values of Honor, Respect, and Devotion to Duty. The premise is that personal character and values translate to moral behavior and "right" choices. This leads to an organizational culture that promotes trust and loyalty which in turn cultivates stronger commitment to the organization and its people--an absolute necessity given the nature of the United States Coast Guard's missions.

Two of the greatest challenges facing all organizations today are recruiting and retention. For the five branches of the military, recruiting shortages and high attrition are compromising readiness. Several other challenges have increased the importance of personal character among military members:

1. People joining the military come from very different backgrounds and experiences and are challenged to embrace the ethnic, racial, gender, religious, and cultural diversity within the organization.
2. Service members are traditionally held to a higher ethical standard than civilian counterparts and recent scandals have tarnished the honor of being in the military.
3. The global environment enables smaller groups of military members' moral behavior to affect international relations.

This important subject requires integrated, multidisciplinary analysis and synthesis to thoroughly research the topic. However, given the time constraint of this particular thesis, the methodology was limited to an analysis of previous and current research on character development and values training along with a small informal survey.

Content analysis allowed research of human behavior related to character development in an indirect way through the analysis of communication on the subject. It provided historical background and perspective in order to understand the overall importance of the problem. The literary review in the previous chapter provided highlights of the extensive research on this subject. I conducted all of my research through the Combined Arms Research Library (CARL). I conducted computer searches using ProQuest Direct (<http://proquest.umi.com/pqweb>) which is a research based search engine for retrieving information from thousands of different journals, periodical, dissertations, newspapers and magazines. I conducted internet searches using Dogpile (<http://www.dogpile.com>) which searches multiple engines at the same time. The library staff provided access to extensive research papers found through the ERIC database. The challenge was narrowing the focus and limiting the research. I used numerous variations and grouping of the key words character, values, ethics, development, military, and others.

Initial searches provided extensive information on *character education* focused mostly in grammar school. Internet searches resulted in locating many consulting firms that provide character and values training. The paper written by Blessing and White led to research focused in the business world. In late February, I discovered some of the

most valuable and relevant research papers on the Joint Service Conference on Professional Ethics (JSCOPE) web site. JSCOPE is an annual conference held to discuss ethics in the military.

By analyzing the contents of writings on the subject of character development and values training, I gained insight into the problems and hypotheses that can become a future research project which can be tested by more direct methods.

A disadvantage of content analysis is that it is limited to recorded information on the topic and in the case of this research, while there is ample documentation on character and values development, only recently have experts begun researching the relationship between character, values and employee/business performance. The validity of the findings using content analysis depends solely on the thoroughness of the research and the accuracy of the analysis.

In addition to analyzing contents of communication, I conducted semi-structured Email interviews with selected individuals to gain insight on their personal views regarding character development and values training. I selected members to be interviewed based on my personal admiration of these leaders in addition to their assignments in key positions related to Coast Guard training. Only one person failed to respond to the questions, and two people forwarded the request to other staff members for additional input. The positions of the people interviewed included:

1. Commanding Officer, Training Center Petaluma, California (Captain/O-6)
2. Executive Officer, Training Center Yorktown, Virginia (Captain/O-6 select)
3. Commanding Officer, USCGC Northland, Portsmouth, Virginia
(Commander/O-5)

4. Chief, Performance Technology Branch, Training Center Cape May, New Jersey (Lieutenant Commander/O-4)
5. Assistant Chief, Performance Technology Branch, Training Center Cape May, New Jersey (Ensign/O-1)
6. Regimental Officer, Training Center Cape May, New Jersey (Lieutenant Commander/O-4)
7. Battalion Officer, Training Center Cape May, New Jersey (Lieutenant/O-3)
8. Master Chief Petty Officer of the Coast Guard (E-10)
9. Command Enlisted Advisor, Training Center Petaluma, California (Master Chief Petty Officer/E-9)
10. Battalion Commander, Training Center Cape May, New Jersey (Senior Chief Petty Officer/E-8)
11. Section Commander, Training Center Cape May, New Jersey (Chief Petty Officer/E-7)

The interview questions I used included:

1. What do you do at your unit to develop character and values?
2. Do you use different methods for students and staff?
3. How do you reinforce the Coast Guard's Core Values of Honor Respect and Devotion to Duty?
4. How important do you feel character development and values training are to the future of the Coast Guard?
5. Have you seen a change in individual values among our junior members?
6. If so, how have you observed youth values changed?

7. How do you think this change in values impacts the Coast Guard?
8. Do you have any other thoughts related to this thesis?

The analysis criteria applied to the content analysis data is to determine the number of recognized “experts” recommending and or using a specific character development method and the reported results of that method. Applying this criteria is challenging in that the experts do not seem to agree on character development methods.

This research paper is divided into the following chapters:

Chapter 1 introduced the topic, described its background and importance and stated the primary and subordinate research questions.

Chapter 2 provided a literature review including background material and current research documentation including varying analytical perspectives on this topic.

This chapter, chapter 3, explained the research methodology.

Analysis is completed in chapter 4.

Chapter 5 provided conclusions, suggestions and recommendations for further research.

Research on character and values is very difficult to verify quantitatively. There are few measurement tools to determine the link between character and values and improved, moral behavior and performance. Those measurement tools that do exist rely on self-reporting or observation that reports action without possibly identifying the true intention behind the act. There is definitely room to improve in measuring the effectiveness of existing character and values training.

In order to beat the challenges facing the military services in the twenty-first century, we must continue research in the area of character development. It is clear that

character and shared values contribute to building trust, loyalty, and commitment. These factors create a positive organizational climate which increases retention and reduces employee turnover. Committed staff makes the best recruiters to attract new employees thus improving recruit quality and quantity. All of these factors lead to greater company productivity and profitability which is the purpose of business. In the military, character and values translate into improved readiness, recruiting, and retention.

CHAPTER 4

ANALYSIS

Why do 47' MLB coxswains venture out into the storm? Why do rescue swimmers jump out of perfectly good airplanes? Why are cutters sortied right now and positioning themselves to come in behind Hurricane Bonnie? Because they honor human life, innocently threatened by circumstance. Because they respect the training provided to almost guarantee they'll succeed. And because the discipline of their preparation will equal the performance of their duty. Standards are the key. Values are the source of these standards.¹

Admiral James M. Loy, Commandant of the U.S. Coast Guard

Why Character Development and Core Values?

There is a growing interest in the link between “values-driven businesses”-- “businesses that have an explicitly stated set of values or guiding principles, which drive the business, and which take priority over short-term profit maximization”²--and the positive effect organizational values have on the bottom-line. Although difficult to prove a direct link, potential advantages of an organization led by values included:

- Staff recruitment, development and retention.
- Motivation, and achieving alignment between organizational and individual goals.
- Change management.
- Crisis management.³

Through fifteen years of research involving thousands of managers at all levels of the organization, Jim Kouzes and Barry Posner found the following positive results of a shared relationship between individual employee's values and organizational values:

- Foster strong feelings of personal effectiveness.
- Promote high levels of company loyalty.
- Facilitate consensus about key organizational goals and stakeholders.
- Encourage ethical behavior.

- Promote strong norms about working hard and caring.
- Reduce levels of job stress and tension.
- Foster pride in the company.
- Facilitate understanding about job expectations.
- Foster teamwork and esprit de corps.⁴

These factors translated into improved bottom-line performance as demonstrated by a four-year study by John Kotter and John Heskett that included nine to ten firms in each of twenty industries. Firms with a strong corporate culture based on a foundation of shared values outperformed the other firms by a huge margin:

- Their revenue grew more than four times faster.
- Their rate of job creation was seven times higher.
- Their stock price grew twelve times faster.
- Their profit performance was 750 percent higher.⁵

Together this research indicated that organizations that can translate organizational values into actions employees put into action day-by-day can improve performance. Given the potential benefits of shared values identified by Kouzes and Posner and the resulting effect on organizational performance reported by Kotter and Heskett, this appears to be a potential solution to the recruiting, retention, and readiness challenges facing the U.S. Coast Guard and other military services today.

In a survey conducted among eight Coast Guard leaders in training and training related assignments, respondents were asked: *How important do you feel character development and values training are to the future of the Coast Guard?* The responses were unanimous that character development and values training were “very important” to the future of the Coast Guard. Responses connected critically important teamwork and trust with character and values. As one person put it, core values are the glue that holds the organization together.⁶ It is clear that in order to be successful, we must further

examine character and values to see how they can contribute to improving the organization.

What Do We Want From Character Development
and Core Values? (End State)

Given the potential of character and values, it is important to define what we are attempting to achieve through developing them in our personnel. The Coast Guard, like all organizations, wants people that chose to do the right thing at the right time, for the right reasons and with the right intentions. In his article “The Wrong Road to Character Development?” Colonel Goldman provided an excellent goal for character development in context of the future of the military: “We want to develop and sustain a cultural environment of trust and respect, where human dignity and worth are esteemed. We want our leaders to be American military heroes by actively role modeling, teaching and coaching tomorrow’s leaders today.”⁷ Bill Huitt identified vision, character, and competence as three categories of desired student outcomes. He defined character as a means for dealing with issues of the direction and quality of life considered in conjunction with morality and ethics. Huitt distinguished between these three categories by explaining that “vision defines what is possible and what we want, character is a consideration of doing the right thing while competence is a consideration of doing the thing right.”⁸

Borrowing from these two suggestions, we can define a proposed end state for character development and values training: to prepare and develop our people to consistently do the right thing right to sustain an organizational culture based on trust and respect that values individuals and enables people to contribute at their highest potential.

Where Are We Now? (Current State)

In order to determine the best method to achieve our end state, we must determine our current state. The initial question to be addressed is whether there is a problem with character and core values.

Is there a character and values gap between civilians, particularly potential recruits, and military members? Research indicated there is a growing gap between civilian and military members. Donald Muchow provided some startling statistics of characteristics of the “Thirteenth Generation,” commonly referred to as Generation X which are cause for military leaders’ concern:

- 57percent come from a fractured family
- 10percent have been sexually or physically abused
- 20 percent (high school students) carry a firearm, knife, razor, club, or some other weapon regularly
- the suicide rate is 3 times higher since 1960
- the rate of death due to homicide for teenagers under 19 is 4 times higher since 1961
- the probability to be victims of violent crime is 2.5 times higher than those over 20 years old
- 23 percent had intentionally tried to hurt someone
- 66 percent had lied to a parent, teacher or other adult
- 59 percent had lied to peers
- 57 percent doubted an objective standard of truth exists⁹

The following table compares the responses of teachers polled in 1950 and again in 1990 when asked to list the top five problems in school.¹⁰

Table 1. Comparison of Principals View
of School Problems in 1950 and 1990

1950	1990
Talking out of turn	Drug and alcohol abuse
Chewing gum	Guns and knives in school
Making noise	Pregnancy
Running in the hall	Suicide
Cutting in line	Rape

A 1996 study identified the Top 10 changes Affecting Students since the 1960s:

- The number of dysfunctional families has increased.
- High technology has influenced school, work, and home life.
- Children are threatened by crime, violence, and poverty.
- Communities are becoming more diverse.
- The mass media give children more knowledge at an earlier age than in the past.
- Students are questioning authority, and **turning away from traditional values and responsibilities.** [emphasis added]
- The hurried pace of society contributes to the lack of a sense of community.
- The changing workplace demands higher levels of literacy.
- Knowledge about learning styles demands new kinds of education.
- Due to lack of parental attention, **peers exert a strong influence on values.**¹¹ [emphasis added]

In order to understand the current youth value system, it is important to realize what influence values development. In his research, James Youngquist referred to two studies conducted in 1990 and 1992 that identified the five major influencers on youth values. When asked where they learn most of their values, teenagers aged 13 to 18 indicated family (home), friends (peers), school, media, and religion influenced their

values.¹² The influencers are listed in order of importance in the 1992 study. The earlier study indicated friends had more influence than family. Younquist's research addressed the following questions related to these influencers:

1. Are they changing?
2. How much impact do they have on youth values?
3. What kind of morals are youth learning from these sources?
4. Are they improving in their ability to provide a good and solid value system or is their influence waning?

He concluded that although these influencers are changing, they have and will continue to mold youth moral systems; and the direction of both the influencers and the values they develop are not headed in a positive direction.¹³

In my electronic-mail survey of Coast Guard leaders, three questions related to perceived changing values among today's youth.

Have you seen a change in individual values among our junior members? The eight responses ranged from "absolutely" to "I don't think so" to "not really". One respondent asserted his belief that we must recruit those people that already have personal values aligned with the organizations, rather than expect to train people to adopt our organizational values. Although most values are formed by the age of five or six, remember, one of the assumptions at the beginning of this research is that character can be influenced in young adults. Two respondents summarized the points discussed above in that life today is different with a faster pace, greater complexity, higher incident of single-parent homes. The battalion officer at Training Center Cape May summarized the scope of this issue well:

I think we have seen, and will continue to see, changes in the values held by our junior members. I think these changes will reflect societal changes and will reflect the values held by the population we draw our inductees from. Some of the change could be associated with efforts to increase the diversity of the service. The more diverse our population the more difficulty we will have establishing a unified set of values, but also the more important it is to do so.¹⁴

If so, how have youth values changed? Several observations included values influenced by our changing society. New recruits appeared more educated and for that reason seem to question authority by asking “why” when given an order. More recruits failed to meet basic fitness standards leaving the impression they are less active. Young people raised in athletic shoes had difficulty conforming to hard-soled leather uniform shoes or work boots. Recent fads included extreme diets, tattoos, and body piercing (anything goes) with an emphasis on being different. Young people entering the service today were raised with the attitude that “everyone is a winner” which decreases competitive spirit. While none of these values or traits are “bad,” they are contrary to traditional military values of following orders, not questioning authority, being physically fit, sacrificing individuality for the sake of the team, and fighting to win. The civilian-military values gap complicated the process of transforming these diverse individuals into a cohesive team.¹⁵

How do you think this change in values effects the Coast Guard? The general consensus among the respondents was that changing values created leadership challenges, affected the ability to complete the mission, limited potential personal growth, and decreased retention. One leadership challenge cited was the difficulty in promoting competing values such as enforcing uniformity yet valuing diversity. Changing values also challenged how we motivate. The supervisor’s boot of yesterday is

not only unacceptable by today's regulations and standards, but that method of negative motivation will not influence today's recruit. There was some discussion that values may not be that different, but just appear to be changing due to our increased awareness of immoral behavior. The point made was that youth bashing or complaining about the values of today's youth was more detrimental than just dealing with the existing situation.¹⁶

These studies, surveys, and statistics, along with my personal experience at Coast Guard Training Center Cape May, clearly indicate that today's youth face different challenges than the youth of yesteryear. These different experiences result in divergent values among young adults. Many other articles support the view of a growing gap between military and civilian values and culture.¹⁷ Lieutenant Colonel Robert L. Maginnis wrote "A Chasm of Values" and through his research concluded that "The societal trends indicate a fundamental change in national values. The country's primary value-influencing institutions are promoting altered values for future recruits. These altered values are significantly different than the Army's values."¹⁸ However, the August 1999 U.S. Army Research Report on "An Assessment of the Values of New Recruits" concluded that "values of new recruits are strong"¹⁹ based on a survey of over 8500 recruits during initial entry training. While I applaud this research and recommend that it should be continued, I feel that the conclusion may be flawed in that those surveyed had chosen to join the military, the Army. The survey did not compare the values with those demonstrating a propensity for military service with those young adults that did not choose to join the military. Scott Efflandt surveyed and compared three group's value systems: Active Duty Army; new recruits; college students eligible for military service,

but did not enlist. His research indicated that the “overall value system of the Army is closer to that of college students than it is to the values system of new recruits.”²⁰

Efflandt concluded that while recruits’ value systems did not appear to reflect that of larger society, recruits value systems were different from those already in military service.²¹

This research clearly supports the premise that there is an existing, if not growing, gap between the values of those young adults with potential for military service and the values of the military. It seems reasonable to conclude that values held by young adults are different from the values viewed as traditional military (obedience vs. critical thinking; team/uniformity vs. individualism; physical fitness vs. inactivity; winning instinct vs. everyone wins). This presents a leadership challenge in trying to transform personal values to align with organizational values, particularly when some of these values may conflict.

Now that we have identified that a problem exists, *how do we close the gap and align the divergent personal values with those of the organization?* Part of the answer to this question extends beyond the scope of this particular research. In order to attract more people to consider the military as a potential career option and to earn support from the public, we must improve the civilian world’s understanding of military service. The Army Command and General Staff College’s Service to the Nation effort--sending groups of soldiers into the community to tell the Army story--is one example of how we can inform the civilian population to gain a better appreciation for the military which in turn could lead to support and closing the gap identified above. This research is

concerned specifically with transforming a new recruits character and values to align with the organizations.

Character Development and Values Training in the Military

Exercising Character

Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, vision cleared, ambition inspired, and success achieved.

Helen Keller

Each of the five military services has identified a set of core values. The Coast Guard's three core values, Honor, Respect, and Devotion to Duty were promulgated on 14 April 1994 by then Commandant of the Coast Guard, Admiral J.W. Kime. However, the spirit of these particular values date back to the founder of the Coast Guard, Secretary of Treasury Alexander Hamilton. It is interesting to note the similarity of the core values for the military organizations. The specific values for each branch of service are included in table 2.

Table 2. Core Values of the Five Military Services

U.S. ARMY	U.S. NAVY/ U.S. MARINES	U.S. AIR FORCE	U.S. COAST GUARD
Loyalty	Honor	Integrity First	Honor
Duty	Courage	Service Before Self	Respect
Respect	Commitment	Excellence in all We Do	Devotion to Duty
Selfless- service			
Honor			
Integrity			
Personal Courage			

Note: Highlighting denotes common values between the services.

In an effort to develop programs to guide personal behavior, each of the military services created a specific organization to concentrate on character development. The most focused effort was the Air Force Academy's Center for Character Development which also maintains the Joint Service Conference On Professional Ethics (JSCOPE) web site. West Point created the Center for the Professional Military Ethic (CPME) under the Office of the Commandant at the Academy in addition to having the Center for Army Leadership (CAL) located at Fort Leavenworth. Following the cheating scandal at the Naval Academy, the U.S. Navy appointed a four star Admiral as Director of Character Development leading a staff of seven. The elements of the Naval Academy Character Development program are included in appendix C. The Coast Guard recently opened the Leadership Development Center (LDC), a tenant unit at the U.S. Coast Guard Academy.

The Coast Guard Academy Character Development Precept (1995) defined "good character" as the "moral action demonstrated in all circumstances. It is the result of reasoned and willful coordination between heart and mind." In relating the concept of character to leadership, the USCGA Precept defined "leadership" as the practice of good character, competence, commitment, and community through example, decision, and actions that engage others to achieve shared objectives and aspirations." The Coast Guard Academy used a four-step process to develop character within the corps of cadets:

- Identify and codify organizational values
- Promulgating, Explaining and Demonstrating the Codified Core Values
- Hold cadets accountable for evidencing character induced behavior in a supportive environment that is consistent with the espoused values
- Assessing character development from individual and organizational perspectives²²

Each of the other service academies has developed comprehensive character development programs which include classroom training, small group discussions, and adherence to an Honor Code. Most of the services enlisted accession programs include a confidence or challenge course which includes a culminating event at the end of basic training: the Marines have the Crucible; the Navy has Battle Stations; and the Army has Victory Forge. Character and values training are inextricably linked to the challenges presented by these courses. These programs build teamwork by providing challenging dilemmas for the groups to overcome. The Marines include facilitated character and values discussions within the framework of these courses. The Coast Guard attempted to gain support for a similar program at Recruit Training Center Cape May eventually to be named “May Day.”

While conducting internet searches on character development in the military, it is interesting that the searches consistently resulted in “character development” efforts at the military academies. Research on this topic related to enlisted accession programs tended to be linked to “values training.” A criticism of these military character development entities is that their programs only benefit each of their service Academies or accession points and fail to have a significant impact on character development within their service.²³ It appears that the military services focus their character development and values training efforts at the service accession points: recruit training; officer candidate school; and service academies. There is little sharing of information and resources within each service. Having recently transferred from Recruit Training Center Cape May which is in the process of rewriting the recruit training curriculum with a central focus on character development, I was unaware the character development efforts at the Coast

Guard Academy until I conducted this research. The only evidence found of sharing efforts between the services is the Annual Joint Service Conference on Professional Ethics (JSCOPE).

The Coast Guard recently took the first step to encourage continued ethics/character/values training at the unit level. In March 2000, the U.S. Coast Guard Leadership Development Center added a new Personal Ethics module to its relatively new (October 1999) Unit Leadership Program.²⁴ Unit leaders were encouraged to access the lesson plan through the internet. The training was intended to provide an opportunity for unit participants to discuss morals and ethics, learn about common values, and learn how to apply basic resolution principles to resolve ethical dilemmas. This three-hour module is based on Rushworth Kidder's book *How Good People Make Tough Choices* and contains topics including: "Why Ethics Matters," "Ethical Fitness," "Core Values," "Right versus Right," and "Resolution Principles." The ethics training provided to Coast Guard Recruiters and Coast Guard company commanders is also based on Kidder's book.

Kidder's book provided a framework for analyzing ethical dilemmas and understanding the differences between "right versus right" and "right versus wrong" situations. Kidder identified four "*Right versus Right*" *Moral Dilemma Paradigms*:

- *Justice versus Mercy*: fairness, equity, and evenhanded application of the law often conflict with compassion, empathy, and love.
- *Short-Term versus Long-Term*: now versus then, reflects the difficulties arising when immediate needs or desires run counter to future goals or prospects.
- *Individual versus Community*: us versus them, self versus others, or the smaller versus the larger group.
- *Truth versus Loyalty*: honesty or integrity versus commitment, responsibility, or promise-keeping.²⁵

In order to deal with these moral dilemma paradigms, Kidder provided three

Principles for Ethical Decision Making:

- *Ends-based thinking*: utilitarianism – do whatever is the greatest good for the greatest number.
- *Rule-based thinking*: what we ought to do.
- *Care-based thinking*: Golden Rule – do unto others as you would have them do unto you.²⁶

Finally, Kidder provided three *Moral Issues Action Tests*:

- *Stench test*: Does this action go against the grain or your moral principles-even though you can't quite put your finger on the problem? (Rules-based)
- *Front-page test*: How would you feel if your actions were to appear on TV (20/20, 60 Minutes, Dateline) or newspaper? (Ends-based)
- *Mom test*: What would your mother think if you did this? (Care-based)²⁷

Coast Guard Training Center Cape May is in the final stages of completing a Lesson Plan for twelve hours of formal curriculum on the Coast Guard Core Values. Although these values were a critical part of the existing recruit training curriculum, the information was transferred informally and not through a specifically scheduled block of instruction. I found this to be amazing regarding the critical nature of this topic.

All of the military services systematic character development and values training programs are focused at accession points. Programs reinforcing character and values in the field appear to be based on the personal leadership present at the individual units. This hit or miss approach is not the best path toward continuous character development efforts which should extend throughout a member's career.

Approaches to Developing Character and Values

“Character education is the development of knowledge, skills, and abilities that enable the learner to make informed and responsible choices.”²⁸ Values education is an explicit attempt to teach criteria for determined levels of goodness, worth or beauty.²⁹

These two efforts, values being a subset of character building, are inextricably linked. The Values paper discusses five approaches to values education taken from “The Values Education Sourcebook” by D. Superka and others.

The *inculcation approach* uses modeling, reinforcement, and role-playing to internalize and align personal values with organizational values.³⁰ All of the military accession points use this method of values education, particularly early in the induction period.

Based on the research of Lawrence Kohlberg, the *moral development approach* uses small-group discussions about moral dilemma scenarios to develop reasoning capabilities.³¹ The Marine Corps leads the military in using this approach by discussing problems experienced in training during “Senior Circles” or more informal opportunities.³²

Through structured rational discussion of social values, the *analysis approach* helps individuals determine values through rules and logic.³³

Values clarification focuses on activities which allow individuals to identify and prioritize values and examine their behavior patterns related to these values.³⁴ The challenge of this approach is to provide unbiased facilitation in guiding the identification of individual values.

The *action learning approach* provides specific opportunities for individuals to act on their values.³⁵ The Navy Recruit Training Center in Great Lakes, Michigan uses action learning by sending recruits into the community to provide public service.³⁶

Bandura’s *Social Learning Theory* provided additional insight into how to develop character. Through role modeling and development of self-regulated

reinforcement, individuals internalize “character driven” behavior.³⁷ The critical importance of Bandura’s theory is that internal motivation influences behavior that endures regardless of outside influences where external motivation only achieves compliance in the short term.

Are existing character development and values training programs achieving desired moral behavior in military members?

Beyond Values to True Character

While implementation of organizational core values and existing character development efforts are aiming the military services in the right direction, we must consider a more comprehensive effort that takes advantage of the services mutual efforts in this area. At a minimum, character development organizations should share their programs for possible incorporation into enlisted accession programs with a further goal of implementing character development programs throughout the service in order to sustain the character transformation process started during the indoctrination process.

The first step is to define what we are trying to accomplish through character development and core values. Alfie Kohn states the objective of character education should be to develop students into principled and caring members of a community or advocates for social justice.³⁸ Colonel Goldman states “We want to develop and sustain a cultural environment of trust and respect, where human dignity and worth are esteemed. We want our leaders to be American military heroes by actively role modeling, teaching and coaching tomorrow’s leaders today.”³⁹ Ultimately, we want to influence military members to make positive choices based on internal moral compasses aligned with organizational values.

Once the end state has been defined, we must initiate a joint effort to determine the best course to achieve the stated goals. Goldman suggests DOD must take the lead in developing a joint character development initiative.⁴⁰ Sharing of information among the individual service character development entities is critical to achieving synergy. An existing forum that could be expanded to coordinate information sharing is JSCOPE which already has an Executive Board consisting of representatives of all the U.S. military services along with a representative from the Canadian Forces. I recommend adding civilian subject matter experts to the board to assist with this effort. Several JSCOPE presentations contained proposed character development programs that should be explored by this DOD led effort. In “Beyond Corps Values,” Peter Bowen suggested we develop the best possible character in military members by using the same *mastery process* used to develop professionals such as pilots, ship drivers and infantrymen. Similar to *action learning*, the power is in the practice of character. Rushworth Kidder, founder of the Institute for Global Ethics, equated character development with physical training. We must work to strengthen our character through regular exercise just as we develop our muscles by lifting weights and increase our lung capacity through aerobic exercise.⁴¹ Another theory that deserves further research is Rob Lebow’s *shared values process* that focuses on establishing a new context in the existing environment through shared values, standard, systems, and structures. His ideas follow W. Edwards Deming’s philosophy “If the people don’t get it, don’t fix the people – fix the process.”⁴²

Professor Wingrove-Haugland suggested teaching ethical theories to help members understand why their service has their core values could make individuals more likely to demonstrate these core values in their behavior. This raises a critical issue that

is clearly lacking in character development research. There is little information regarding effective tools that measure the success of character development training. It is very difficult to determine the relationship between personal values and moral reasoning. A method of measurement must be developed in order to determine the success of any character development program selected.

What is the Best Method?

What is the most effective way to develop character and teach values? While there appears to be consensus that character development and values training are increasingly necessary in today's society, that is, where the agreement ends. The questions of who, what, where, when, why and how of character development and values training are a source of disagreement particularly among the subject matter experts. In the 1990s, all five branches of the military instituted organizational core values in the attempt to provide guidance to service members and influence their moral behavior.

Although the individual service values are different, they contain enduring universal qualities of Honor (Integrity) and Duty (Service and Commitment) to guide decisions and behavior.⁴³ However, the fact that several military scandals, such as Tailhook and Aberdeen along with the recent debate regarding gender-integrated training, occurred after the implementation of military core values leads us to question whether the mere implementation of organizational values and existing training programs are enough to inspire and ensure moral behavior.

The best method for developing character and teaching values must include a combination of approaches with more emphasis on doing (action learning) than saying and teaching. This theory is supported by the Army's model of Character Development.

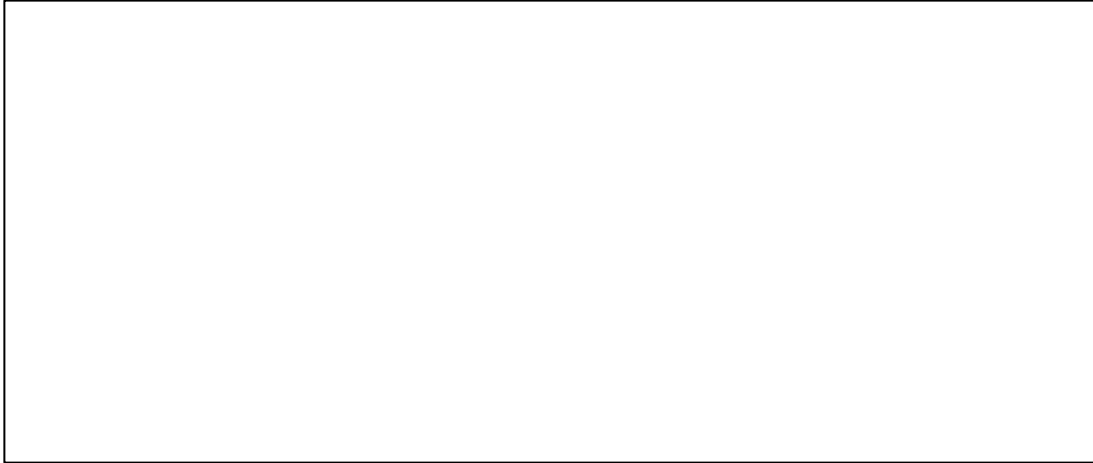


Figure 1. U.S. Army's Model of Character Development

Considering the model above, a character development program should follow progression of Bloom's Taxonomy: Six Cognitive Levels of Complexity in Behavior:

1. Knowledge: Recall of information – What are the values?
2. Comprehension: The translation, interpretation or extrapolation of knowledge-
-What do the values mean?
3. Application: The application of knowledge to a new situation – How do you apply the values? Reinforce appropriate application.
4. Analysis: To break down knowledge into parts and show relationships among the parts--What values were applied and why?
5. Synthesis: Bringing together parts (elements, components) of knowledge to form a whole and build relationships for new situations--Why were values applied and what alternatives exist?
6. Evaluation: Judgments about the value of material and methods for given purposes--How can one strengthen character? What if values conflict?

There are several other issues that must be considered when determining the best method for developing character and teaching values. Instructors must be strong, positive role models, not only properly trained in their course content, but they must demonstrate their belief in character through their daily actions. Covey's Pyramid of Influence represented methods of influence and their relative affect from least influential (overt acts--telling and teaching) to most influential (modeling):

- Overt attempts to influence: hear (telling, explaining, teaching)
- Relating
- Modeling (example)⁴⁴

Motivation methods are also key in this process. Negative reinforcement may offer short-term compliance, but positive motivation will achieve long-term, internalized beliefs that have a better chance of compelling future "right" choices for the "right" reasons. Finally, character development and values training must be regularly reinforced. A comprehensive program must go beyond the accession points to the field units so members can continuously reassess and strengthen their character and moral decision making skills.

Conclusion

In order to determine the best method for character development and values training, we must first define the end state we want to achieve through the training. One plausible goal is to influence military members to make positive choices based on internal moral compasses aligned with organizational values. The success of this endeavor is based on the proposition that negative social influences can be overcome by exercising good character and values. This theory violates the growing social psychology research that supports the premise how we act and who we are is dependent on our

situation at the time. Social Psychologists coined the term fundamental attribution error to define the tendency to attribute a behavior to an individual's personality or character what is actually a function of the social environment.

Humans are uniquely complicated and equally unpredictable. For these reasons, character development is a very challenging endeavor. Given our existing efforts and individual service resources devoted to character development, we have the potential to develop a very capable joint effort to transmit values and develop military members with the capability of consistently making moral choices. Developing people of great character is a legacy that not only ensures the survival of the U.S. Coast Guard and sister services, but contributes to the greater good of society.

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CHAPTER 5

CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

Conclusions

The relationship between personal character and values and their connection to organizational values and culture is very complex. Several high profile scandals, along with daily examples of lapses in character suggest military members do not always make the right decision. In some cases, service members make the wrong decision with negative effects ranging from reducing unit cohesiveness, to bad publicity, to injury or death. This evidence suggests existing character development and values training programs leave room for improvement. Research to determine “the best” method for developing character and teaching values is difficult to determine for several reasons.

Undefined End state: In order to determine the best method to develop character and teach values, the end state must be defined. Is the purpose of a character/values development program to build service identity, set rules for ethical behavior, or change behavior? The primary goal of existing character development and values training programs is unclear. It is one thing to be able to recite the organization’s core values, another to understand their meaning, and quite an accomplishment for member’s to apply values to their daily decisions and actions. A goal for character development and values training must be established and communicated before a method for achieving it can be determined.

Method--Movement versus Motivation: Some training methods require more time, effort, and resources. The military has a long tradition of enforcing rules,

regulations, and policies to gain compliance primarily using external motivation and negative reinforcement. Compliance results in short-term changes in behavior or performance and often requires the presence of a motivator or supervisor in order to achieve and maintain the desired behavior. Using positive motivation internalizes a desire to behave or perform in a specific way and usually results in long-term changes. The member can rely on those internalized beliefs to make decisions and act appropriately whether or not a motivator or supervisor is present. The question regarding the best method for developing character and teaching values depends on whether the organization wants compliance or internalized beliefs.

Behavior versus Intentions: When military members do comply with organizational expectations, it may not be for the right reasons. People who do the right thing might not have the best intentions, but choose to act in that way because it makes them happy, gets them ahead, or seems best at the time. These people might not make the choices valued by the organization when their personal values conflict with the organizations.

Another challenge in identifying the best method for character development and values training is that recognized subject matter experts disagree on the conclusions from research examining character and values and their effect on behavior. Articles by Alfie Kohn: “How Not to Teach Values” and Amitai Etzioni’s response: “How Not to Discuss Character Education” along with Edward Wynne: “The Great Tradition in Education: Transmitting Moral Values” and Alan Lockwood’s response: “Keeping Them in the Courtyard: A Response to Wynne” are just a few examples that document the level of dispute on character and values development among experts. In his letter to Character

Educators contained in the November 1993 Educational Leadership, Alan Lockwood proclaimed: “I know of no research that shows a direct connection between values and behavior. Conversely, lots of research shows there is none.”¹ James Weber presented an opposing view when he called for more research to assess the effect of values on action based on his conclusion that “the individual’s moral reasoning process is the vehicle used to activate, filter, and translate personal values into behavior.”²

The final challenge in identifying the best method for developing character and values is that the existing methods of measuring the effectiveness of a program rely on self-reporting or reported observation of behavior. Both of these measurement methods can lead to inaccuracy. A person reporting his or her own character and values preferences or responses to moral dilemma case studies may be influenced toward selecting those characteristics or answers that he or she thinks will be acceptable to the organization. An observer can only report specific observed behavior and cannot account for the personal intentions behind the action.

These challenges certainly do not mean that the Coast Guard and other military services should stop their current efforts at developing character or teaching values. In fact, given the existing challenges in recruiting, retention, and readiness and the potential positive effect aligned personal and organizational values have on organizational effectiveness, the Coast Guard as well as other organizations should consider devoting more effort into character and values development. The Coast Guard should expand the current programs at accession points and develop programs which emphasize and reinforce character development and values training at field units.

The complex mix of psychological, situational, and sociological variables involved in determining behavior must be explored to determine the best method for developing character and teaching values. Considering these variables, a comprehensive character development and values training program with the goal of achieving moral behavior should include several methods. The table below relates Bloom's Taxonomy: Six Cognitive Levels of Complexity in Behavior with specific character and values questions to be addressed and the education approach to be used:

Table 3. Education Approach Comparison

BLOOM'S TAXONOMY	CHARACTER/VALUES	EDUCATION APPROACH
Knowledge	Define character and values	Inculcation
Comprehension	Define what character and values mean	Values Clarification
Application	Practical ways to apply character and values	Action Learning
Analysis	Examine what values were applied and why	Analysis
Synthesis	Examine why values were applied and what alternatives existed	Moral Development
Evaluation	Strive for ways to strengthen character. Examine moral dilemmas and determine actions when values conflict	Moral Development

Existing values inculcation programs provide knowledge about the organization's core values in that a majority of members can recall the values when asked to recite them. The programs do a fairly good job of ensuring members comprehend the core values by teaching organizational definitions of the terms. Levels of behavior that are not

addressed by existing programs are applying, analyzing, synthesizing, and evaluating personal character and values. The Action Learning, Moral Development and Analysis Values Education Approaches would be appropriate methods to teach character education at these levels of behavior because these methods put personal values into action. All levels and approaches require strong, positive role models to set the example for the student to aspire to.

Character development is an ongoing and continuous process and research supports the initial assumption that character can be influenced, particularly in young adults. Basic training provides a unique opportunity to influence character because the intensive mental and physical demands make recruits more teachable than they ever will be again.³ The accession point training must be followed by additional character and values training that apply values to daily decisions and specific mission accomplishment in order to reinforce and maintain the aligned values and character development achieved during initial civilian to military transformation.

Personal values can be aligned with organizational values using positive motivation that internalizes beliefs leading to long term, lasting changes. When an organization successfully aligns the personal values of its employees with the organizational values, this fosters an atmosphere of trust which promotes loyalty. Trust and loyalty promote commitment which increases employee retention. Together, shared values, trust, loyalty, commitment, and increased retention create a positive organizational climate. More committed people share the workload and are willing to work together through challenges. This positive organizational climate attracts new

employees which improves employee quality and quantity. People with ability, dedication, and potential will want to work in a values rich environment.

Character development and values training should be explored and potentially expanded as a possible solution to resolve the Coast Guard's recruiting, retention, and readiness challenges.

Recommendations

This paper set out to determine the best method for developing character and teaching values. While research does not directly point out the best method, there are several steps that the U.S. Coast Guard can take to improve our character development efforts and internalize core values in our members that positively effect moral decisions.

The first effort must be to establish a clear vision of what character education and values training is supposed to achieve. Goldman's vision to "develop and sustain a cultural environment of trust and respect, where human dignity and worth are esteemed, leaders are American military heroes who actively role model, teach and coach tomorrow's leaders today" is an excellent starting point.

Given the increasing emphasis on joint operations, we should consider Lieutenant Commander Butts' recommendation to develop a common set of "joint" core values consisting of the Department of Defense "primary ethical values" of honesty, integrity, loyalty, accountability, fairness, caring, respect, promise keeping, responsible citizenship, and pursuit of excellence contained in the *Joint Ethics Regulation*. This would provide a consistent standard of behavior among Soldiers, Sailor, Airmen, Marines, and Coasties.

Butts also provided a relevant framework for improving the military ethical environment and behavior of service members which included:

1. Education: establishing a common foundation of knowledge and experience
2. Example: leading others through personal demonstration
3. Enforcement: requirement to comply with standing laws and regulations or experience the consequences
4. Evaluation: establishment of a means to provide feedback to continually improve the process⁴

The character development effort requires long-term commitment and must have support from the highest levels in order to succeed. For this reason, I concur with LTC Goldman who recommended the joint military character development effort be placed with the Joint Chiefs of Staff. This would foster a sharing of information and effort in this endeavor between the services. In order to implement this recommendation, Goldman suggested that the Defense Equal Opportunity Management Institute (DEOMI) be transformed into a Center for Character Development. The logic behind this reasoning is that most of the human relations programs are based on personal character and values. This would also be a way to consolidate existing, isolated human relation's programs under one primary effort. This would have value in minimizing competition between programs vying for valuable and scarce training time.

Another working-level approach for joint character development programs would be to enhance the existing Joint Services Conference on Professional Ethics (JSCOPE). JSCOPE has an existing Executive Board consisting of key service representatives. JSCOPE would need to be formalized and funded in addition to ensuring the service representatives have the authority to enter agreements execute programs between services.

Existing character development programs should be enhanced at enlisted accession points. The Coast Guard's proposed twelve-hour block of instruction on Coast Guard Core Values is a good start. Character development efforts need to be incorporated into existing training so recruits can see how values are incorporated into daily decisions and behavior. The programs must provide the compelling "why" or motivation for ethical behavior.⁵

Programs must be developed and implemented to go beyond the accession point to provide character-building maintenance programs for field units. These programs must be tied to existing missions in order to make them relevant and useful on a daily basis.

Finally, existing organization programs must be reviewed and modified to support the character development effort. In other words, recruiting, selection, indoctrination/transformation, training and development, performance appraisals, promotion, recognition/awards, and assignment programs must be implemented in a manner that supports character and values. If any of these programs contradict the values of the organization, this creates inconsistencies which inhibit the character development effort.

Suggestions for Further Research

More research is needed to improve the quality and quantity of evaluation programs that can accurately assess the effectiveness of character development and values training programs. These programs must be able to isolate the connection between specific characteristics and values and how they translate into moral behavior.

The following pages contain a proposal to implement some of the suggestions above. The plan is based on John Kotter's model to implement change.

Proposed Implementation Plan (Based on Kotter's Change Model)

Problem: Challenges in recruiting and retention are threatening the readiness of our five branches of the military, particularly the U.S. Coast Guard, the smallest of the five military services. Those people joining the military come from very different backgrounds and experiences and are challenged to embrace the ethnic, racial, gender, religious, and cultural diversity of the organization. The reputation of the military is tarnished each time the media discovers breaches of honor by military members who are traditionally held to a higher ethical standard than civilian counterparts (ie. Tailhook, Aberdeen, examples of adultery, cases of failure to obey orders such as an officer breaking into a Haitian prison, enlisted soldier refusing to serve under a UN Commander, or military members refusing to take the Anthrax vaccine etc.) The global environment enables smaller groups of military members' moral behavior to affect international relations (rape cases in Okinawa and Kosovo, aviation accident in Italy). Together, these factors make the character and values of military personnel which they demonstrate by their moral choices and behavior more critical than ever.

Proposal: Implement a top priority, long-term (10 year) DOD initiative to permanently institutionalize character development at every level in all the military services. The strategy will provide a structure to improve the ethical environment, organizational culture, and behavior of military service members. It expands the existing values inculcation programs used at enlisted accession points to the more comprehensive character development programs used at the military academies and will extend character

building efforts from accession to discharge or retirement. The strategy must consolidate the now isolated programs that address potential social misconduct such as equal opportunity, preventing sexual harassment, violence prevention, consideration of others, etc. Additionally, the strategy must include an assessment to measure the success of the strategy and set the course for program improvements.

Process: This proposed change will be particularly challenging as it uproots traditional military culture, a barrier to change in its own right. In order to overcome the traditional barriers to change identified by John Kotter, below is a detailed proposal based on his Eight-Stage Process of Creating Major Change.

Establishing a Sense of Urgency:

Examining the market and competitive realities

Publicize the annual Youth Attitude Tracking Study (YATS) that measures the propensity of young adults to join the military. This report shows a steady decline in the number of youth considering military service.

Provide data internally regarding recruiting gaps and attrition rates. Discuss the effect these factors have on the future of the organization. Fewer people will be forced to do more with less or we will have to reduce our organization size and services.

Determine how employee character and values are affecting other businesses. Character is the key to building trust and trust loyalty which positively affects productivity.

Identifying and discussing crises, potential crises, or major opportunities.

Address costs in time, effort, and money up front. There is a potential time and effort savings if other programs are consolidated and made more effective within this strategy.

Benchmark trends with other military services and organizations.

What scandals are other businesses facing and how do they respond?

What are successful organizations doing to develop character and values in their employees?

How can we pool resources to be cooperative rather than competitive?

Creating a Guiding Coalition.

Putting together a group with enough power to lead the change.

Develop a Character Development Executive Committee with Joint Chief of Staff leadership. The committee must consist of senior representatives from each service, particularly those with expertise from the respective service leadership and character development organizations. Note: Most of the services character development programs located with the military academies and are focused on the academy students. The committee must have senior enlisted representatives who can guide character development strategies for enlisted personnel.

The Joint Services Conference of Professional Ethics (JSCOPE) would provide a core working group to refine this strategy. This organization would also provide a viable forum to share individual service efforts in each leadership or character development organization to work toward synergy for all services.

The Defense Equal Opportunity Management Institute (DEOMI) could be a consolidated center for character development with allied and coordinated academic, policy, and implementation centers within the individual services. (Goldman 1998)

Contract for assistance with expert character development organizations, such as Josephson Institute or Institute for Global Ethics.

Identify potential adversaries and make them part of the committee to gain their commitment.

Getting the group to work together like a team

This will be incredibly challenging given the key leadership positions of members and their incredibly busy workloads as well as the widespread geographic locations. The key here will be to sell the critical importance of the effort--it goes to the very survival of the all-volunteer military force. As noted by Commander Patrick Kelly: "The character they display when in the public eye is more important to the long term success of the Coast Guard than any other asset of our Service. Strong character not only enables the individual officer to prosper, it enables our Service to prosper. Thus, we must treat the development and assessment of character as our highest education priority."⁶

If the Secretary of Defense can send a directive for the services to recreate their fraternization policies, character development can surely gain equal attention.

Developing a Vision and Strategy

Creating a vision to help direct the change effort

"We want to develop and sustain a cultural environment of trust and respect, where human dignity and worth are esteemed. We want our leaders to be American

military heroes by actively role modeling, teaching and coaching tomorrow's leaders today.”⁷

Our effort must be truly joint where we work together to build a cooperative, cohesive, strong military rather than foster competition among the individual services.

This vision meets the characteristics of an effective vision identified by Kotter: imaginable, desirable, feasible, focused, flexible, communicable.

Developing strategies for achieving that vision

Coordinate existing individual service character development efforts.

Restructure DEOMI as a joint center for character development.

Increase frequency of annual JSCOPE conference to quarterly.

Revise organizational systems to reinforce character development:

Recruiting and selection

Indoctrination/transformation

Training and development

Performance Appraisal

Promotion

Recognition/awards

Assignments

Communicating the Change Vision

Using every vehicle possible to constantly communicate the new vision and strategies

Consult and contract with a marketing firm.

Seek simple message understood by most junior member

Use analogy to enhance understanding:

Repeatedly communicate vision, messages, and efforts in multiple forums:

Meetings

Written media: journals, magazines, service media, Early bird, and others.

Solicit input, feedback, and ideas from the people affected to foster two-way communication. This fosters buy-in by constituents.

Having the guiding coalition role model the behavior expected of employees

Lead by example: Executive Committee must demonstrate excellent character and values in their professional and personal lives. Walk the talk because actions are louder than words. Role modeling is key to the strategy's success.

Quickly and adequately address inconsistencies rather than ignore conflicts.

Empowering Broad-Based Action

Getting rid of obstacles

Confront adversaries and convince them to use their talents for the good of the effort or move on.

Address challenges as they arise.

Find research that supports the premise that character and values positively influence moral reasoning.

Changing systems or structures that undermine the change vision

Organize and staff the Center for Character Development giving the agency the power and authority to coordinate the individual service efforts.

Modify organizational systems (human relations programs) in all services to support character building as discussed above. These systems must also value joint service efforts rather than inter-service rivalries.

Provide training regarding the strategy.

The actual character-building program will be overlaid onto existing training and mission requirements. In other words, we will have employees practice and demonstrate good character while accomplishing the day-to-day tasks. Critiques will include an evaluation of their character and values demonstrated with identification of strengths and areas for improvement.

Encouraging risk taking and nontraditional ideas, activities, and actions

The new age requires new ideas. Tradition has its place, but to ensure survival of the all-volunteer force, we must try unconventional ideas.

Empowered employees with access to two-way communications, both up and down the chain of command, provide an incredible potential of alternatives.

Discretely, anonymously publicize situations where lessons can be learned and demonstrate that the people involved are still promotable.

Generating Short-Term Wins

Planning for visible improvements in performance, or “wins”

Recognize accomplishments:

Establishment of Executive Board

Reorganization of DEOMI into Center for Character Development

Publicize JSCOPE conferences and increase funding for greater participation

Publicize examples of appropriate moral reasoning and behavior in the face of challenging dilemmas as well as day-to-day challenges.

Creating those wins

Achieve the goals of the strategy.

Address delays and challenges encountered that affect implementation of the strategy.

Seek recognition in public forums such as John Templeton Foundation (recognition of academic programs fostering character) or the “100 Best Places to Work”.

Visibly recognizing and rewarding people who made the wins possible

Modified organization systems should make this possible.

Provide data regarding statistics of the effect of character on the human relations systems (selection, promotion, assignments)

Consolidating Gains and Producing More Change

Using increased credibility to change all systems, structures, and policies that don't fit together and don't fit the transformation vision

Consider expanding cooperative, joint efforts towards missions such as recruiting. Pooling resources to find a qualified military service member rather than recruiting for an individual service. Provide options for immediate transfer to a different service from initial entry training that may be more compatible to skills and desire demonstrated by member.

Consider cooperative training efforts for knowledge, skills, and abilities common to all services. Make the transformation civilian to military and then transition to the specific service.

Hiring, promoting, and developing people who can implement the change vision

The modified personnel systems should accomplish this. Those consistently demonstrating good character and values should be visible.

Reinvigorating the process with new projects, themes, and change agents

The experts at the Center for Character Development should take the lead here.

Anchoring New Approaches in the Culture

Creating better performance through customer- and productivity-oriented behavior, more and better leadership, and more effective management

By achieving our joint vision of character development, we will develop trust; which will foster loyalty; which will increase mentoring; which will develop better leaders. This will positively change the existing military culture making the environment conducive to higher retention rates. Potential recruits will observe members choosing to stay in the service which will affect the number of people desiring to enter military service.

Articulating the connections between new behaviors and organizational success

Assessment program must connect character development and values to moral reasoning and improved performance.

Developing means to ensure leadership development and succession

Personnel systems and careful selection of replacements will ensure continuation of the legacy of character development.

Summary

Conclusions and Recommendations for Character Development Strategy:

Evidence of military scandals and daily character lapses suggests existing character development and values training programs leave room for improvement.

Research to determine “the best” method for developing character and teaching values is complicated by several factors:

- Undefined end state

- Challenge of using positive reinforcement to internalize beliefs and achieve long-term behavior change

- Difficulty determining the intention behind the behavior

- Experts disagree on the connection between character, values and behavior.

- Tools to measure effectiveness of character development and values training programs need improvement.

Existing character development and values training programs focus on the inculcations method.

A comprehensive character development and values training program should include Action Learning, Moral Development, and Analysis to allow students to apply, analyze, synthesize, and evaluate character and values.

Character can be influenced. Personal values can be aligned with organizational values.

Current programs focus character and values training at accession points and should be expanded to include reinforcement and maintenance training at field units.

Shared values promote trust and loyalty. Trust and loyalty promote commitment which increases employee retention.

Shared values, trust, loyalty, commitment, and increased retention create a positive organizational climate. More committed people share the workload and are willing to work together to cover the gaps.

A positive organizational climate attracts new employees thus improving recruit quality and quantity.

Research is inconclusive regarding the best method for character development and values training. We must continue research in this area.

Some considerations must be negative reinforcement versus positive motivation and the impact on compliance versus belief.

Character development must include strong, positive role models and active learning in order for students, in this case recruits, to internalize the organizations core values and positively act on them.

Character development and values training should be explored and potentially expanded as a possible solution to resolve the Coast Guard's recruiting, retention, and readiness challenges.

Recommendations

Establish and communicate a vision: Develop and sustain a cultural environment of trust and respect, where human dignity and worth are esteemed, leaders are American military heroes who actively role model, teach and coach tomorrow's leaders today.

Coordinate a joint military character development effort at JCS level that includes common values for all services.

Consolidate all service character development organizations by creating a Center for Character Development out of DEOMI.

Consolidate all human relations programs under the Character Development umbrella.

Enhance existing JSCOPE Executive Board with key service representatives that have the authority to execute these changes.

Enhance character development efforts at enlisted accession points.

Develop character-building maintenance programs for the field units that can be tied to existing missions.

Modify existing organizations and personnel programs to support the character development effort: recruiting, selection, indoctrination/transformation, training and development, performance appraisals, promotion, recognition/awards, assignments.

Continue research on this topic. In particular, conduct research to develop accurate measurement tools to determine the viability of character development and values training efforts.

¹Alan L. Lockwood, "A Letter to Character Educators," *Educational Leadership*, November 1993, 73.

²James Weber, "Exploring the Relationship between Personal Values and Moral Reasoning," *Human Relations*, April 1993, 457.

³Manuel Davenport, "The Implementation of Core Values," available from <http://www.usafa.af.mil/jscope/JSCOPE99/Davenport99.html>; Internet; accessed 25 February 2000, p. 3 of 3.

⁴LCDR W. Spencer Butts, USN, "Joint Military Ethics: A Framework for the Future," Naval War College, 13 February 1998, 16-17.

⁵Peter S. Bowen, "Beyond Corps Values," available from <http://www.usafa.af.mil/jscope/JSCOPE99/Bowen99.html>; Internet; accessed 27 February 2000, p. 6 of 13.

⁶Commander Patrick T. Kelly, USCG, “Charting Progress: The Assessment of Core Values in the U.S. Coast Guard, available from www.usafa.af.mil/jscope/jscope99/kelly99.html, accessed 26 February 2000.

⁷Daniel Goleman, *Working with Emotional Intelligence* (New York: Bantam Books, 1998).

APPENDIX A

WORLD WRESTLING FEDERATION

Statement on Coast Guard Advertising with the World Wrestling Federation

In the weeks since the Coast Guard's promotion with the World Wrestling Federation began airing, I have received several thoughtful letters from members of the Coast Guard family who are troubled by our advertising association with the WWF. These writers share my love for the values of the Coast Guard, and they deserve a thoughtful response.

I'll begin by accepting responsibility for the contract. I had the opportunity to veto the agreement before it took effect. I knew up front that the contract would be controversial. I knew the WWF displays a level of coarseness with which I am not comfortable. I knew the promotional skits would be dramatically different from the Coast Guard's traditional motivational advertisements. I considered all these things, as well as my own misgivings about the proposed arrangement, but I decided to let the contract go forward anyway.

The starting point for my thought process is an affirmation that the Coast Guard's core values are not the same as those of the mainstream popular culture. We proudly hold ourselves to higher standards than those of contemporary society, and our service to America could not be delivered without maintaining those higher standards. I honor those higher standards, and I take my obligation to defend them as a most solemn duty. Those standards are instilled at our service entry training experience and by the Coast Guard work environments and challenges that follow. We articulate those standards in our core values and in our daily work for America.

The reality of the moment is that our people are overworked because we have spent two years trying unsuccessfully to refill our workforce to authorized levels using conventional tools and interventions. We needed to do something bold on a very limited budget. There are two aspects to successful recruiting: leads and contract closures. Our recruiters are very good at the latter, but we desperately need more leads. Demographic research revealed the current fascination with WWF among our target age group. It became an opportunity to generate a significant number of leads, and we took it. It's a six month contract, and we will have an opportunity to decide on any continuation after it expires.

So it seems we face the same dilemma as an evangelizing church that strives to "be in the world but not of it." Does that mean we can advertise with anyone who will deliver an audience? Can we claim that the ends justify the means and blind ourselves to the content of the shows on which we advertise? Of course not. Some shows promote behavior or advocate points of view with which we absolutely cannot associate ourselves. The question becomes a matter of degree and limits. Where do you draw the line? How far outside the gates are we willing to go in our search for new leads? I decided to draw my line at the point at which my discomfort with the content of a program would cause me to conclude that its audience could not make a smooth transition to the culture of the Coast

Guard. In other words, when I assess the content of a particular show, I don't ask what the show says about its advertisers; I ask what the show says about its viewers.

Does WWF cross that line? The issue is not clear cut, but I ultimately decided it does not. The WWF's action is so deliberately artificial, the characters so manifestly outrageous, and the show so obviously a parody of itself that one cannot realistically claim it endorses anything—violence, sexism or any other activity or point of view. It doesn't take itself seriously, so perhaps we shouldn't either.

I don't pretend to understand the WWF's appeal, but I do recognize that many good kids who can become great contributors to the Coast Guard are tuning in. My guess is that they see it for what it is: escapist entertainment, the "in" thing for the moment.

In considering where we draw the line, we should recognize that recruiting is a form of persuasion. All persuasion involves moving audiences from Point A to Point B. If it happens that the most accessible collection of prospective recruits is momentarily clustered around a common Point A called the WWF, I am willing to try to coax some of them to join us at Point B, the United States Coast Guard. I understand that other people would draw the line closer to safe territory, and I respect their reasons for wanting to do so. But my decision was that we needed to step closer to our target market in order to meet our serious workforce shortages. That's why I let the contract with the WWF go ahead.

The jury is still out on whether I made the right call, and my original misgivings may yet prevail if I'm asked to renew the contract. Until then, I will follow the issue closely, look at the recruiting results, and continue to do what I think is best for the Coast Guard.

It bodes well for the future of the Coast Guard that junior people and spouses of junior people love our core values enough to write letters to the Commandant when they perceive a threat to those values. I thank each of them for being concerned and for articulating those concerns clearly. It takes a certain strength to tell your boss or your spouse's boss that you think he's wrong. The presence of that strength gives a truer measure of the Coast Guard's character than the antics in a wrestling ring ever could—and it convinces me that the current ad campaign will have no lasting effect on our character, our values, or the service we all love.

Semper Paratus,

James M. Loy

Recruit Advertising

Our decision to advertise on World Wrestling Federation (WWF) programs has generated substantial "interest." This Flag Voice will address our decision -- sorry for the length, but it's a complex issue. I don't expect all to agree, but I trust most will understand. The bottom line is that our sole intention is to get to the target youth market of today.

I shouldn't need to restate the reasons we must do a much better job at getting today's youth to recognize the Coast Guard as a good career option. Besides a significant personnel shortfall that lends considerable urgency to "filling the workforce," I've previously explained the propensity for today's youth to consider the military service, much less the Coast Guard, as a career is at an all-time low. According to the Youth Attitude Tracking Survey (YATS), the Coast Guard has substantially the lowest name recognition of all the Services.

While recruiting is more of an art than a science, it does take two essential capabilities: a means to generate awareness and "leads," or interested individuals whom recruiters can turn into recruits, and recruiters, who meet with potential recruits to "close the deal." The Services' recruiting efforts show it takes about 100 leads to generate just one recruit. Hence, each Service needs substantial lead-generating capability. Advertising plays a major role in that effort.

In dollars, the Coast Guard cannot compete with DoD's resources. We simply cannot afford to advertise on prime-time TV as do the other Services, so historically we have relied on print ads and Public Service Announcements (PSAs) on cable TV and radio. We have no control over when PSAs are aired, as they are gratis. Unless you are up at 2AM watching the 100th rerun of "Invaders from Mars," you're unlikely ever to see one of our commercials.

Although not the most productive advertising medium, at least we had PSAs. However, between a massive Federally funded anti-drug campaign and the recent state settlements with the tobacco companies, both requiring extensive cable and radio advertising, the PSAs available to the Coast Guard will be severely curtailed. Our recent CG Reserve radio PSA has received half the amount of play its predecessor did at the same point after its release.

We therefore asked our advertising agency, Emmerling Post, to come up with some alternatives. They checked out paid TV and found both network and local schedules are too expensive for our budget. However, syndicated sponsorships presented plausible options. Emmerling Post discovered certain cable programming, namely WWF, is the leader over all other programs in attracting viewers in the 18-24 year age group. Described as a current cultural phenomenon, WWF outdraws even prime-time programs such as "Friends," where advertising is considerably more expensive. The WWF reaches nearly 5 times more viewers than "Baywatch" while being 80% more efficient in our target audience. WWF is ranked highest in every demographic measure of interest among

men 18-24, women 18-24, and second in African-American households 18-24. A February 14th article in the Washington Post noted Nielson Media Research found the 14th most-watched basic cable show the week before was the impeachment vote, with about 2.3M viewers. What were the 13 more popular shows? Eight of top 13 were either WWF or its competitor WCW, the other were broadcasts of dog shows and "Rugrats."

Marketing is a matter of tonnage and frequency. This is especially so with the age group that we are targeting. They are bombarded with advertising messages during every waking hour, even during school. The messages which stand out and are seen with sufficient frequency are the ones that go to the top of the mind.

Emmerling Post approached WWF and worked out an affordable deal. The WWF was interested in getting into the military Services market and found the Coast Guard especially intriguing. The TV spots will air 2-3 times per week. If you've seen the ads, you know the Coast Guard sponsors the "Save of the Week," an interesting tie-in to our mission as lifesavers. Some have serious objection to what is shown during these ads. It is typical "wrestling" action. Because this type of ad is imbedded into the show itself, it holds the viewing audience's attention better than the more traditional commercials when the audience drifts off for a break. Reaction from the "target" audience was the Coast Guard is "with it, smart and knows their business." As of this past weekend results are very encouraging, especially when compared to previous advertising efforts. We have already had 588 calls with 174 transfers directly to recruiters and 236 talking to live operators who took down information for further follow up by recruiters. The contract is for 26 weeks at which time we will thoroughly review the results. The Commandant has tasked us with measuring carefully the leads generated as well as the demographics of those recruited. If this works we will know!

Now, what about the "message" we are sending? Clearly, WWF programming does not exemplify our core values and its use of vulgar language, sexist attitudes, and sexual innuendoes is not what we are supporting. The fact is, today's youth watches these shows. Just stop by the mess deck at your own unit. Why? Well, you just might ask them, especially your son or daughter if they are in that age group. The answer you'll probably get is that it's just entertainment. Like it or not, the Coast Guard must draw from society at large. A focus group at Cape May last week revealed many young recruits avidly follow the WWF. What entertains our youth changes over time, and never has a generation of parents either completely understood or approved of what their children viewed as entertainment. I can speak to this first-hand with a 17-year-old daughter! She doesn't watch wrestling herself, but some of her friends do, and I consider them a fairly "wholesome" crowd - competitive swimmers, HS band members, etc. While the professional wrestling scene has mushroomed (helped, no doubt, by the election of a state governor), I don't see today's youth emulating those "values." But it's still those youth we must reach. To do so we must go where they are. While we might like to advertise on "Little House on the Prairie," you won't find too many of the target recruiting audience there. Every generation looks for their own way of escaping, and the broadcast programs/publications/videos which tend to be popular with today's youth are those that depart from the "norm" as defined by many of us "older" folks. WWF plays to that

emotion and provides unusual entertainment, which the fans find dramatic, humorous, and probably even identify as their "own," as opposed to their parents' generation.

In a recent article in the Washington Post, Lisa Provence wrote of the WWF, "It's apparent that joie de rasslin transcends age, race and socioeconomic status. Or even gender, as there were plenty of little girls there wearing their Stone Cold Steve Austin T-shirts."

In "Bring in da Noise," an article by Eugene Robinson in The Washington Post Magazine of 14 February, described his difficulty, as an African-American father of two sons, with the "message" of rap songs. He was aghast at the words about mindless violence, endless repetition of the rudest words, and explicit descriptions of anatomy. But he states, "I realized that, like it or hate it, this was the music of my sons' generation." He goes on to say: "And the words themselves? Well, they were still a barrier. But not an insurmountable one. To listen to the music of my era, my parents had been forced to jump an equally high hurdle, into a space where it was acceptable to sing about sex and drugs and rebellion in ways that first struck them as not merely crude, but immoral." He further states: "And I see less impact on my kids and their peers that the music of my youth had on me and my generation. Kids today are more conventional than we were, less rebellious, even less violent. Rap simply has not bred an entire cohort of foul-mouthed gangstas."

I do not think the youth of today, just because they are interested in the WWF, are any less likely to turn into the very best Coast Guard people with a deep sense of our core values and full commitment to the equal treatment of our men and women.

I'll quote an E-mail written by James F. (Jay) Crissey, now a Coast Guard civilian worker and an Auxiliarist who is a qualified recruiter, and a former active duty member in the late 60's and early 70's. He writes:

"The subject of the ads and now your communications has caused much thought here, and leads me to the following. I have four children ages 22, 18, 13 and 9, and am very involved with them in youth organizations. As a little league football coach and BSA troop Scoutmaster, I see many of today's young people, and at age 52 I'm aghast at their styles, music and culture. Yet when I look back at my youth in the 60's and remember bell-bottoms and beads, the Beatles and Jimmy Hendrix and our "counter-culture", I now understand my parents and their contemporaries' amazement and disgust/distrust. I can picture in my mind's as if yesterday, Liberty call aboard the Cutter KLAMATH in Seattle and the sight of the Chiefs and Senior Officers as the JOs and young enlisted went ashore dressed like hippies in tie-died tee shirts, bell-bottomed pants, knee-high fringed suede boots and fringed suede jackets. What a sight we must have been to them. Yet this is the crew who sailed the South China Sea on Operation Market Time, saved lives while on Ocean Station November, and prided themselves on NEVER NOT MAKING A COMMITMENT TO WHICH THEY HAD BEEN ASSIGNED."

We must not judge a book by its cover, or allow ourselves to judge someone by their looks. We must expend every effort to choose the BEST person for our Coast Guard. We

must look everywhere for that right person, in the schools of the suburbs and the inner cities, in the shopping malls and YES, IN THE AUDIENCE OF THE WWF AND WCW. To not look everywhere means we have not done a complete job, not fulfilled our mission. And to this Old Coastie, that's not our way of doing things. Finally, we must trust our time-tested system of making a Coast Guard person. The young folks of the KLAMATH I mentioned earlier were not for the most part born to be Coasties, they were made Coasties. They were good material to start, but it was the 1st Class, Chiefs and senior Officers who made them good, if not great, Coasties. Likewise, we must trust the same time-tested system of the Cape May Company Commanders and the duty station mentoring of senior people to produce the good, if not great, Coast Guard personnel for today and into the future.

I couldn't have said it better. No, WWF wouldn't be my first choice, either, and the Coast Guard certainly does not support all its values. We're not selling WWF's message, but using their medium as a venue to get our important message to today's young people - high school graduates, college students and college graduates -- that we have jobs and careers that really matter. There is no correlation that watching these events, much less attending rap and other contemporary concerts that are "short on core values," is a measure of the "quality" of these people. It's our job, and a tough one at that, to sign up those who will treat others with dignity, and be able to take aboard and exemplify our core values. And even a tougher job to instill those values during a Coast Guard career. I trust we all are up to the challenge!

Regards, FL Ames

Recruiting Progress

In earlier Flag Voices, I described our renewed efforts to recruit our enlisted military active duty and reserve work force -- the Commandant's number one priority as we continue to experience a shortfall of people since "streamlining" in 1995. I also called on Team Coast Guard to help. I am pleased to report all our collective efforts are paying off.

First, to recap the recruiting environment. Attracting and accessing new Coast Guard people remains a formidable challenge. We are up against enhanced salary and benefit options available from corporate America, exceptionally low unemployment, the accelerating trend of high school graduates to pursue college directly out of high school, the declining propensity of America's youth to seek a military career, and a limited budget for necessary critical recruiting and retention initiatives. Further, we directly compete with the other Armed Forces branches in recruiting.

In the face of these challenges, we took substantial measures to rebuild our downsized recruiting capability and fund our recruiting and retention initiatives. In an effort to restore our work force to full strength, in FY98 we first implemented 28 new or enhanced recruiting and retention tools, such as offering recruits guaranteed specialty training, guaranteed geographic locations, deferring "up-or-out" advancement criteria, and increasing enlistment bonuses. Beginning in FY99, we implemented a "Workforce Restoration" Plan, a two-year strategy for active duty and one-year for reserve forces.

We have done remarkably well in FY99, a year that included much change. We added 125 new and replaced 32 tour-complete recruiters (about half the recruiting force, while training more than 150 to date), obtained and equipped 37 new recruiting offices nationally at "targeted" locations, deployed modern technology by using remote access laptop computers, and tried new advertising strategies, all while facing an ever more intensely competitive recruiting environment. Currently, we are more than 370 recruits ahead of last year's progress in total enlisted recruiting (active duty and reserve), have achieved full reserve strength (8,000), and likely will achieve our active duty enlisted mission (stretch goal) of 4150. Clearly, our progress is remarkable by any standard and our average cost for accessing an enlisted recruit is significantly lower than the other services'. Coast Guard recruiting deserves a tremendous amount of credit for effectively changing the tires as we go down the road at 60 mph - we upped mission performance during a time of much chaos and challenge. But so does Team CG, with exceptional support from the CG Auxiliary and individual units and members (awarded six Achievement Medals and more than 200 Commandant's Letters of Commendation).

This was an especially interesting time for all the services. All either continue to fall short of mission (desired number of recruits for the year) or are working extraordinarily hard just to meet it. While the Coast Guard has done well in overall numbers, we continue to fall short of our desired outcomes in certain diversity areas, particularly African-Americans and women.

It is clear during these times it will take great initiative to get the 17-21 age group to hear our message. As many are aware, we advertised on World Wrestling Federation (WWF) telecasts (see Flag Voice 30) to raise the Coast Guard's visibility among our target audience and create leads for recruiters. Although this has met with some controversy (ardently pro and con), we believe our campaign accomplished these objectives, generating more than 6,000 recruiting leads. The WWF website is the leading source of click-throughs to the Coast Guard Recruiting Center's website, with 85,000 visits since the campaign began. We believe this part of our advertising campaign helped us be successful this year.

The military services added substantial resources these last two years - more recruiters, increased bonus programs, and notably additional TV advertising. After their enormous outlays in advertising while still falling short of goals, DoD had an outside consultant thoroughly review how they have spent advertising dollars. The resulting recommendations and planned action items will substantially refocus their efforts. What they found and we ourselves are learning through our own experiences as we too struggle to make the most of our limited advertising dollars includes these lessons:

- Develop an overall marketing plan, of which advertising is just one part. The services do not have adequate in-house marketing and advertising expertise; they need to develop and acquire it.
- Learn more about the opinions, habits, and attitudes of the youth we are working to attract to support marketing and better target advertising.
- Effective advertising includes both "awareness" to raise our visibility (the general knowledge of our existence and what we do) and "influence" to generate "leads" (causes action, e.g., a potential recruit calls a recruiter to get additional information on career options).
- Take advantage of evolving technology by enhanced Internet advertising and recruiting.

We are well aware no one advertising form will meet all our needs forever. Using the WWF was just one of the many ways we are trying to get out the Coast Guard recruiting message. We decided not to renew the contract when it expires at the end of this calendar year. Most of the contract agreement already has been met but a few spots remain. Business as usual will not work during these times and we must be willing to try new ways to recruit "America's best." We are constantly exploring other opportunities and will try other advertising combinations, including Internet advertising, print media, and various public service electronic media initiatives, to best market ourselves. We will aggressively pursue those opportunities to raise awareness of the Coast Guard among our target recruitment audience and generate leads for recruiters.

FY00 is an especially heavy lift -- we will need to bring in about 800 more recruits than we did this year. Our "Workforce Restoration" Plan calls for us to achieve full complement by the end of the FY. Beginning in FY00, all the new recruiting offices will be "on line" and we will have more trained recruiters in the field than ever before. Given appropriate resources, we are confident of our ability to reach full strength -- our organizational readiness depends on it!

I know I can continue to count on your continued help--your assistance will be one of the keys to meeting this daunting challenge.

Regards, FL Ames

APPENDIX B

SURVEY RESULTS

How important do you feel character development and values training are to the future of the Coast Guard?

I think they are very important. I think that for most people, they join (and even decide to stay in) because of the humanitarian missions we have. So there is already a bond within the organization of the values of public service. Our ability to work together in a multi-mission way (in sometimes life-threatening circumstances) means we have to work together and trust each other. We can only have that trust by living up to the core values. If we are worried about attracting and retaining people in the organization, then I think that core values become the "glue" that holds the organization together.

While I believe the Coast Guard needs people of strong moral character who possess values appropriate to the organizational culture, I believe firmly that we need to recruit those values and the character and not expect that we can "train" people to adopt the values and character. On the other hand I believe that values clarification sessions, and reinforcement of the importance of proper character and values is essential...I just know it is hard to change these two things once they are firmly entrenched (at about 5 years old). VERY important. But I feel the corporate senior leadership has an integrity problem in modeling "values", for instance, the entire budget system rewards poor stewardship...it's better to spend ALL your budget (even if you don't need to), and people are criticized for "loosing" money. In addition, units routinely "spend ahead" to buy items they don't need in the current budget cycle, then spend money (which has been designated for those spend-ahead items) on other things. The whole process is based on deception, and it's considered routine.

Very important. I feel that the character and values the new inductee learned in society are not always consistent with the character and values desired by the organization or expected by the public. This is probably true in most organizations to some degree, but I feel the gap is greater in the military because military members are compared to a higher standard by the public.

I think it's very important. Character development is another term for "leadership potential." Our present enlisted advancement system does little in the way of practical measurement to ensure a member is ready for the next paygrade. We do very well with exhausting the observation of performance of an individual at his or her present paygrade. A good example of my statement is how evaluations play about 25% into the advancement system which is 'present performance,' while the CO's recommendation is usually based on what is currently observed. Some CO's take an innovative approach and look at 'future potential,' but there isn't anything that we have that really measures that. This was also addressed in the EAST recommendations. We expect our leaders to be

able to recognize what 'values' are, but we don't do a good job with defining it for potential.

I think the main thing basic training needs to accomplish is individual acceptance of responsibility, a basic understanding of expectations of performance and consequences good and bad for meeting or failing to meet them. I believe a mid-level leadership exposure is necessary to truly identify with the core values. We stress them here to the point of if you live the core values you will be successful but they get to their first unit and their Petty Officers are "what core values - get to work". One of my CCs - an E-6 that reported in 1999 from a Cutter - told me he didn't even know we had Core Values; that they definitely aren't stressed or even spoken about at the operational units he's been assigned to. So in basic training we need to provide the exposure that is reinforced at the first unit through consequences BUT UNFORTUNATELY THE CORE VALUES ARE NOT A PART OF ANY STRUCTURED TRAINING THAT I'M AWARE OF in the fleet or here. YOU WILL NOT FIND CORE VALUES ANYWHERE IN THE RTS, INSTEAD IT IS LEFT TO THE CC TO USE HIS/HER IMAGINATION ON HOW TO INSTILL THEN AND HOW TO FIT THE TRAINING IN....So the young apprentice gets to his/her first unit and unless he/she has great moral conviction, he/she probably throws Honor/Respect/Devotion to Duty to the side in order to get that greater sense of fitting in. From the bottom up doesn't work very well. The top down doesn't always work so great either. We need to attack the middle E4,E5,E6....and train them to our expectations - they are the day to day role models our non-rates will emulate. Oh it's great that we have LAMS but where's the leadership; why aren't we teaching CG Regulations, Personnel Manual of importance, Shipboard Regs, Uniform Regs - Management doesn't cut it. We teach motivation and dealing with problems. Well, the best motivation is internal. Less problems occur when people are trained right. Paramount--of utmost important. If we fail here, we will fail on a grand scale. And I believe this will be true for all of society. If our people do not see the need for clean character and solid values, it will eventually destroy the very things that set us apart as such a diverse organization. In some respects I believe this will be a very difficult thing to do because the "tide of society" has a great influence, and to be honest, character and values are not exactly a priority for society.

Have you seen a change in individual values among our junior members?

If by this question you mean are young people different today than when I was young, my answer is not really. I believe that life is different than it was before...faster pace, greater complexity, less likelihood to have both parents around, etc., but I believe the values are about the same. Young people are naturally rebellious (or at least appear rebellious), but in the end, with more years of living and maturity that comes only with time, we all end up at about the same place at the same time.

Not really. I think human nature is pretty basic. For instance, honesty isn't a concept which suddenly occurs to a teenager once he signs on the dotted line in the Coast Guard...it's something which has occurred to him in early years of childhood, the first time he makes a statement which bears on his conscience. I think many values are like this. But I think those kinds of values are easily influenced by adult role models. I think we have seen, and will continue to see, changes in the values held by our junior members. I think these changes will reflect societal changes and will reflect the values held by the population we draw our inductees from. Some of the change could be associated with efforts to increase the diversity of the service. The more diverse our population the more difficulty we will have establishing a unified set of values, but also the more important it is to do so.

Yes I have. I think the young men and women entering our service today really do have better moral values than 15 or even 20 years ago. I've been in long enough to see this transformation. One good example is during 'request and complaint masts' at unit visits, I get more feedback from junior people on ways of saving money, identifying questionable ethical practices, and much more personal interest in sensitivity to fellow members. I don't see this as something "spoon fed" as I had witnessed occur with my peer group (years of service).

I don't think so. The new generations have some particular qualities but I think that, for the most part, I don't see them as drastically different. I'm going to pass this on to my Command Master Chief who has a better sense of this.

First the Company Commanders - I have the great fortune of seeing prospective Company Commanders arrive to school directly from their units. It's not until close to graduation that they start to properly role model leadership, military bearing, uniform and grooming standards. Since they had to compete for their assignments and must have endorsements that say they walk on walk and are basically "the elite" it makes you wonder what's going on in the fleet regarding the 'military' side of our profession since the elite are close to laughing stocks... second the recruits - tremendous change. They appreciate being a part of a team and succeeding. They appreciate have "values". It's as if they come into the CG from a vacuum and are so eager to learn basic concepts of "honor" and "respect".

Absolutely.

If so, how have you observed youth values changed?

In general, the changes have reflected the changes in life style in society. The youth we receive into the service today are more educated and hence tend to question more. They grew up in a more permissive atmosphere and tend to ask "why" when ordered to accomplish some task. In many cases they are not as active as youth in the past, and so have problems meeting fitness standards. They grew up wearing athletic shoes and therefore have difficulty adapting to uniform footwear. They have extreme diets, more tattoos and body piercings, and have been taught to resist any effort to remove their individuality because in their world it is encouraged to be different and to accept the differences in others. Many don't have the instinct to win, they grew up with "everybody is a winner". These are not bad traits and values necessarily, but they do complicate the process of making these diverse individuals into a cohesive team.

We have observed are changes in behavior after a Captain's MAST. What's difficult to tell is whether the MAST has brought on an actual shift in values or simply a change in behavior to avoid another MAST. When we do have a MAST scheduled for a student, we make every attempt to hold it in an area that allows the maximum number of students to attend and observe. This usually will reduce incidents for the period of time those students are onboard. Once that corporate knowledge departs, patterns seem to resurface. My own theory is, it takes some time to get anyone to shift or accept the values of others. That given, I feel those who do shift probably don't fully accept the values until they have 2 - 3 years in the organization.

Most recruits that fall short show embarrassment at their failure and try harder to succeed. The visible change is in the "pride" they exhibit at belonging and fitting in with their company at first and later as a team member of the entire Coast Guard.

Three areas: authority, accountability, autonomy. I feel much of this is influenced by society and upbringing. More children are being raised in dysfunctional families where the authority of parents is weak, sometimes by design and sometimes just because the parents aren't around. In many families, parents are finding it better to relax personal accountability just because it saves having to follow through with "the consequences". And for many young people they want the freedom to do as they feel best for them -- boundaries are unclear -- which is sometimes very evident here in recruit training where we set all kinds of boundaries.

How do you think this change in values impacts the Coast Guard?

I believe that more damage is done by the constant reference to erosion of "the youth of today," and "don't these kids understand," than was ever done by the young people themselves. We do way too much bashing, and not enough uplifting. When I see young people, I see people who have a much clearer vision of the future, and know better than me what the world will look like in 10 years. I see people much like myself, who are ready for those of us "older folks" to step aside so they can have their turn. I now have more wisdom and understanding about why organizations need mature guidance and leadership...

Do you mean, how do you think this change IN values impacts the Coast Guard? That's a difficult (if not impossible) question to answer. I think American society has changed, in that the information age gives people the appearance that we're not as "good" as we used to be (because it's easier to read about shootings, scams, and scandals). But I don't think basic values have changed all that much. For instance, JFK is now known to have been a womanizer. But the press simply didn't report his escapades, even though evidence shows many reporters knew about it...editors simply WOULDN'T print it. And how about Jefferson? Now there's DNA evidence to show he fathered at least one, probably more, children with slaves. It's arguable that Clinton's presidency has had more impact on American society (at least from an economical point of view) yet the press has villified him. JFK's era is fondly recalled in the minds of Americans as "Camelot", even though he was only in office for 3 years and the economic state of the union changed little during his tenure, and the country became embroiled in the Viet Nam war. Clinton's era will be remembered for a stained dress, and the country is in the best economical shape EVER in its history. Yet both men appear to be very similar in their values and behavior. Likewise, I think the Coast Guard is affected by this change of view (as distinguished by change in values). It has to do more with how we view ourselves, our superiors, and our subordinates, than it does with WHAT we value. I don't think Americans feel good about themselves as a people anymore, and I think it has a lot to do with information technology. People blame TV, because of the images that can be seen on network TV (e.g., bare breasts on NYPD Blue), but either you're the kind of person who likes to look at and think about that sort of imagery, or you're not...and both kinds of people have existed for thousands of years...it's not something the world has just caught on to....but the presence of it on TV (and radio...Howard Stern, et al.) and magazines, etc., makes us AWARE of our prurient natures...newspaper headlines which remind us of scandal and murder make us AWARE of how sour our natures CAN turn (even though people have been killing each other, or stealing from each other since time began). Long answer. But do you see my point? I don't think people are "better" or "worse" than they have ever been. But I think we're more self conscious, and I'm not sure what long-term impact that has.

It increases the challenges of leadership. It is difficult to promote uniformity and diversity at the same time. Standards tend to erode when the member believes that whatever effort they give is sufficient, because they tried. At the same time some of the

values they bring are good. The attitude of tolerance for example. We don't want bullies. We want team players, but we want a winning team.

It tells me that the young SA/FA that we now have, will become excellent examples of leadership, provided we continue to nurture them along and listen to them when they have questions or concerns. I hear a lot of negative feedback during my unit visits from mostly senior enlisteds. However when I really sit down and go over the facts, I find that they are the ones that are resistant to change or not willing to take the time to understand their people. They're way too quick to point their fingers at our junior people entering the service as the problem, instead of looking at the other three fingers (when you point) direction. Yes today's enlistee may require more time in talking with them and getting them to understand, but the return on investment is worth it. I see it in the work ethic of these young people today.

The impact is retention. I truly believe those who accept our values are the ones most likely to remain on active duty beyond their first enlistment. Should they choose to RELAD, they are more likely to become a drilling reserve.

The change in value signals an internal change. A supervisor's boot can only force compliance to a certain degree. It comes down to the members own ability to self-motivate and care about their performance. The core values accomplish this. I don't know if it was by intent but in the movie "A Few Good Men" one of the moments that covers values was when the Lance Corporal stated he would rather face Court-Martial for the chance of acquittal then to dishonor his unit. "HONOR"

We give junior personnel quite a bit of responsibility, more so than the other services. If we have people that hold on to values that are weak or non-existent, many things could be degraded. Leadership, because eventually those young people will have the deck and conn; mission effectiveness, because those young people are driving the boats, boarding the vessels, checking the buoys, etc.; personal growth, because the leaders of today influence the leaders of tomorrow -- if the leaders of tomorrow have no values, they have nothing to leave the leaders of the future; legacy, because if our Core Values are based on values, and they most certainly are, then a CG without personal values is a CG with empty Core Values. And that kind of CG won't be doing the truly heroic things that give us the history and heritage that makes us who we are today.

What do you do at your unit to develop character and values?

For the staff, we have four primary personal development classes that are designed to support the core values and the empowered culture we have here. The classes are Covey's 7 Habits, Path of Dialogue, Ethical Fitness, and Myers-Briggs. Between those we try to cover principles like working together, respecting each other, making good choices, etc.

For the 'A' school students, they each get two days of leadership training. workspace and present the award (this year it is a TRACEN mug with the core values on them). By the way, the TRACEN core values are:

- passion & commitment through shared ownership;
- respect for and valuing the individual;
- creativity and innovation in serving our customers;
- demonstrate integrity through open and honest communication; and
- building capacity for the business through personal growth and learning.

All "A" School students attend a mandatory two days of leadership training, of which discussions of character and values is a part (I can have the curriculum sent to you if you desire). While no formal system of character and value development exists for permanent party members, I would say that it is developed primarily through having senior officers and enlisted set positive examples. We also have opportunities to hold NJP or other administrative venues to demonstrate the consequences when someone chooses not to demonstrate the proper decorum. We are developing a unit leadership program modeled after the LDC's program, available on their web site.

A: I model character traits and values which are meaningful in my own life, for instance, honesty, sincerity, humility, etc. I try to recognize instances of "good character" when I see it in others, more so than "good performance", because I want people to be motivated to do the right thing, regardless of circumstance. In other words, I hope people who work for me tell me their mistakes because I recognize their honesty, rather than criticize their "poor" performance.

Constant reinforcement of the standards and how they relate to the Core Values. With recruits it is easier to state the "standard" because they don't know any better, but with CCs I have found that I have to demonstrate the value of a standard I set before they will buy in. The best way I have found to do that is by tying it in to the Core Values. At previous units I have lived by "Do what I say and what I do", and I always strove to lead by example. This was the most effective way to demonstrate my standards, and then pass them to my subordinates.

I typically look for a couple of things, the unit's personal philosophy displayed somewhere (unit goals, mission statements, vision, etc), and I also ask questions about it to the members to see if they understand it, and have had some 'buy-in' in defining it/them. I also talk with the crew and the command cadre about what they observe and their subjective definition on particular performance dimensions of the evals in areas such

as Loyalty, Respecting Others, or Integrity. I usually do this as another opportunity to see if the unit has taken steps in clearly defining their unit values and how it aligns with the Coast Guard's.

Enforce rules and regulations. Hold staff accountable. Provide feedback as to why substandard performance is not meeting standards/core values and help individuals establish action plans to overcome obstacles.

I remember that people are very observant of my actions. I want to be an example that replicates what I and the CG expect from them. It is also important to remember that, at least in recruit training, individuals are subjected to a very abrupt change in lifestyle and it takes time. This is an important consideration when deciding what course of action to take with respect to a recruit's performance. The same action in week 2 and week 7 would require completely different approaches.

Do you use different methods for students and staff?

For the most part, we try to live the core values in our actions and decisions. We also emphasize the TRACEN's core values which cover the CG's core values. We have an informal "core value" award that anyone can nominate anyone else for. It just takes an email to me with a short description of why. They are automatically approved and then I go to the

A: No.

This is pretty much covered above. Students are almost always held to different standards, but I feel the more closely aligned the standards are between student and staff, the more effective the professional development achieved from the relationship will be. No I can't really answer this one. I see the training environment's focused rather differently as it should be part of their unit's objective to promote and instill character and values as part of the curriculum. So I don't use the same practice when visiting a training site as I do a unit. I sort of expect the training command to be the source to start the learning process - and the unit level to see how it's being done and applied.

Yes - For recruits I am more lenient due to the learning curve. I use more traditionally methods vice recruits training methods. (Give a verbal presentation to your shipmates on what you learned vice doing I.T.) For staff, I expect more. They are role models and example setters as Company Commanders. I kind of do the same thing, make them get up in front of their peers and explain what they did wrong, why it was wrong, and what they learned in the process so others don't make the same mistake.

No. Though I would admit that staff should be at a different level with regards to "buying into it", what I expect from students I expect from staff.

How do you reinforce the Coast Guard's Core Values of Honor Respect and Devotion to Duty?

We reinforce the Core Values by constant repetition. At all graduations, and at most public speaking engagements the core values are mentioned and spoken about.

A: The Coast Guard's core values are my core values...and they're not something the world has just caught on to. Refer to my original answer. I believe people should model their personal values in the workplace.

By making a conscious effort to relate everything we do to the Core Values. When you have developed the mental process of relating your actions to the Core Values, it is usually easy to see when some action or activity does not relate. Actions that don't relate usually are inappropriate or irrelevant to the process.

I believe the best way to reinforce the Coast Guard's Core Values is by using practical examples of our history, heritage and traditions. Our legacy is filled with excellent examples of single and multiple acts of displayed values. Our rich legacy also gives us perfect examples of defining leadership, similar to how the Marine Corps highlights their legacy.

The awards process is another way to reinforce it, as many individuals who earn their recognition is clearly displayed in any or all parts of the core values. Those who have been recognized for whatever action should be publicized with the proper core value example(s) the member had accomplished.

Evaluations is another example. One initiative I have ongoing is having my Senior Enlisted Advisory Team (SEAT) redefine the Good Conduct Medal criteria using the definition of the core values as the model. What brought this on, was a recommendation from the Enlisted Advancement Study Team (EAST) which recommended doing away with the GCM because it has little value in the advancement process. With 97% of first termers getting the award and 99% second and subsequent, there is no differentiation in the use as an element in the multiples for advancement. Rather than doing away with it, I recommended that we take another look at the present criteria and "update it" to meet our organizational philosophies of today. This is where evaluations come in. The SEAT will actually use the enlisted evaluation system as a benchmark for measuring the criteria, which is how the GCM is used now. By specifically calling out just exactly what "Honor, Respect and Devotion to Duty" is on the evaluation form, it serves as a good reinforcement tool - and provides an equitable definition that would limit subjectivity of the award. I might add, the GCM requirements will raise a bit, which will in turn put value of the award in the advancement system.

Recently started doing an inspection of the week 5 company. I have the recruits on line in the squadbay next to their rack mates (2 or 3). I conduct the inspection as a Senior Chief and not as a Company Commander. I visually inspect each recruits. I point out

discrepancies in a low, calm voice to the recruit. I explain why it's a discrepancy and how to best fix it. I normally speak to each recruit individually - ask where they are from or why they joined the Coast Guard. If someone is outstanding I tell him/her but I also stress he/she needs to get his/her shipmates looking as good - individual success might be combined with team success. I stress teamwork by inspecting the rack mates together and if one is good and the other is not. I address them together by telling the squared away recruit that he is responsible for his/her shipmate and the fact that his/her rack mate is not meeting standards reflects on him/her as well. I close by addressing the squad leaders (vice the company) so the company can hear on their responsibilities as leaders to ensure every member of the company is doing well and to direct mentoring by assigning squared away shipmates to help recruits that are struggling. I think my approach covers all the core values--Honor by stressing doing the right thing for the right reason, helping your shipmates out that need help makes the team better / Respect by the way I interact with them, they know they've been inspected and treated fairly by a senior member of their COC / Devotion to Duty by pointing out putting forth effort to meet standards, stressing teamwork, and stressing action from the leaders in their own peer group (recruit squad leaders) and responsibilities.

Our heritage and history is important, and some of the finest examples of our Core Values can be clearly seen in things that past and present Coast Guard men and women have accomplished. Telling recruits about these things and showing how their actions were founded on our Core Values is important -- we're not just saying, we're showing. I have also related a few of my own personal CG stories when our Core Values became important. In recruit training I believe this is particularly effective because after a few weeks here the recruits think highly of their CC's (or at least I hope they do!). Relating a personal situation and telling how we exercised the Core Values brings it even closer to home for them.

Do you have any other thoughts related to this thesis?

It's a good topic. One of the things that the CG must do is to speak with one voice. Everything that we do should be based on the core values. We've seen what happens when one program in the CG tries to do something that Coasties see as contradictory to the core values (i.e., advertising on WWF).

I hate to say that training solves all problems but I have heard several people express the need for progressive leadership training as officers and enlisted move up the promotion ladder. The other services have leadership training at key career points. It would be interesting to see if they have a good feel as to whether that is effective or not.

Your question "Can the Coast Guard transform an individual's character and personal values to align with the organizational values of Honor, Respect, and Devotion to Duty?" is an excellent one. I believe with proper positive behavior modeling, and constant repetition and reinforcement we can reach those who have the proper foundation. My tour in Cape May, and this job in particular have shown me that there are many who we will never reach (or change) because they do not have the proper foundation on which to build. The only way we can truly "transform" people is to have them from the very beginning of life (and even then there are many genetic preconditions we couldn't control), and guide people along the appropriate path. Clearly I would never suggest such a thing. In the absence of total control, I can only recommend that we do the best job possible of selecting those with the proper foundation. Then we should nurture that foundation through reading, education, and most importantly positive role modeling. We should also reward people who possess the type of character and values we cherish, and send home (or put out to pasture) those who do not.

In answer to your question we do have core values training/lesson plans that I wrote (and am still revising) which will go into the new curriculum which was originally slated for this fall but may be pushed back to the winter/spring. I'd be interested in any ideas you have to add to the core values lesson plans.

Since I was in boot camp in 87, there have been great changes regarding core values to the RTS from what I can see, and much emphasis continues to be placed on core value training within CC school and within the current CC arena. I'm amazed at how many CCs initiate their own good ideas in terms of core value exercises and education for lack of having a larger resource of formalized plans to draw from.

One of my projects coming up is to capture some of these ideas from their hot word book and incorporate them into the training (why reinvent the wheel when the best wheelmakers have already originated/created the concept?) In addition, I'm slowly building a training library for staff and CCs to use that includes among other types of literature, leadership books, CG speeches, military and CG history information, and videos - a mixture of CG unit, recruiting, and professional videos about the CG from A&E and the Discovery Channel. For some of the Core Values training, we have acquired *Crimson*, *Saving Private Ryan*, *The Odyssey of Captain Healy*, and *A Few*

Good Men. These are all tools that depending on which used, some are best when paired with actual lesson plans, and some can be used alone. I've attached a draft of the Core Values Plan that I'm still revising if you'd like to give feedback on it.

Your thesis topic is interesting, from both a professional point of view as well as a personal one. Character development and values training are integral parts of personal growth, and I don't believe you can have one without the other. Just last night I had a week 08 recruit in my office because he was caught leaning on a bulkhead while looking at the bulletin board. I did give him some incentive training, though at this point in training I believe his pride was hurt more than I could have done physically, which is why I chose to counsel him more than IT him. We talked about the things he has learned during the past 8 weeks and why they are important out in the field...standard stuff. And he seemed to be truly embarrassed and disappointed in his momentary loss of military bearing. Well this is a long way to get to what I wanted to say. I finished our counseling session with what I call "the reality of training". It is a personal opinion and view of recruit training that I have, but one in which I strongly believe. Despite our best efforts to "mold" recruits, including character development and values training, we will never know what makes each individual recruit tick...we will never get a schematic drawing of their "internal wiring", if you will. And even if we did, 8 weeks would never be long enough to make life-long changes. I believe that in character development, we must appeal to the part of each recruit that controls their every action, decision, and thought process -- the "who they are". The best we can do here is give them a personal example of our core values, personal standards, integrity, etc. that convicts the "who they are" that changes are needed in their own lives AND that they work for and not against them. (Many young people today relate character and values to boundaries that restrict adventure -- not so as I see it!) But even if we do appeal to the "who they are", the ultimate decision rests with the recruit. I told this recruit last night that every week the senior company stands at graduation and only one person there knows if they have made any sort of character development while here -- and that is the recruit. People are good at acting, and some recruits I'm sure are good at playing the game. But genuine changes start with the recruit and end with the recruit. If they never make a decision to build character and values, we'll never make it happen. We might induce action, but we'll never change attitude until the recruit decides it is what they want to do.

I personally feel that every human being has a couple of basic things that don't change from one person to another. First, we inherently want to perform in a way that pleases ourselves and those that work with us. We don't always follow through with it though our desire is to. Secondly, we know when our performance is less than what it should be -- no one need tell us. Whether we chose to recognize it and take corrective action is one thing, but we all know. Finally, we all have the potential to do truly awesome things. Sadly though many don't ever realize their true potential, but it is still there. Character development and values training need not be deeply intellectual, but they certainly are profound. With them I believe the CG will maintain people of good character and high performance. Without them, we can still do the job. But will we have to question why?

APPENDIX C

COMPARISON OF VALUES

Family	Stand	Teaching	20 Virtues	Gifts
Assertiveness	Accountability	Courage	Caring	Abundance
Caring	Assertiveness	Fidelity &	Cooperation	Balance
Cleanliness	Caring	Chastity	Courage	Communicatio
Compassion	Citizenship	Honesty	Courtesy	Compassion
Confidence	Compassion	Justice &	Empathy	Cooperation
Consideration	Confidence	Mercy	Fairness	Feeling Fully
Courage	Conservation	Kindness &	Helpfulness	Forward Focus
Courtesy	Cooperation	Friendliness	Honesty	Humor
Creativity	Courage	Love	Humor	Integrity &
Detachment	Creativity	Loyalty &	Loyalty	
Determination	Empathy		Patience	Listen
Enthusiasm	Equality	Peaceability	Peacemaking	Messages
Excellence	Fairness	Respect	Resourcefulness	Model
Faithfulness	Forgiveness	Self-Discipline	Respect	Self-Esteem
Flexibility	Giving	Moderation	Responsibility	Teach
Forgiveness	Honesty	Self-Reliance &	Self-Discipline	
Friendliness	Honor	Potential	Self-Motivation	
Generosity	Humor	Unselfishness	Self-Reliance	
Gentleness	Imagination	Sensitivity	Tolerance	
Helpfulness	Integrity		Trustworthiness	
Honesty	Justice			
Honor	Kindness			
Humility	Loyalty			
Idealism	Purpose			
Joyfulness	Respect			
Justice	Responsibility			
Kindness	Restraint			
Love	Self-Discipline			
Loyalty	Sharing			
Mercy	Sincerity			
Moderation	Tolerance			
Modesty	Truthfulness			
Obedience	Wisdom			
Orderliness				
Patience				
Peacefulness				
Prayerfulness				
Purposefulness				
Reliability				

Respect				
Responsibility				
Reverence				
Self discipline	FAMILY			
Service	(continued)			
Steadfastness	Trust			
Tact	Trustworthine			
Thankfulness	Truthfulness			
Tolerance	Unity			

Covey	Kidder	Bennett	Boy Scouts	Bible
Fairness	Love	Self-Discipline	Trustworthy	Joy
Kindness	Truth	Compassion	Loyal	Faith
Dignity	Fairness	Responsibility	Helpful	Kindness
Charity	Freedom	Friendship	Friendly	Patience
Integrity	Unity	Work	Courteous	Gentleness
Honesty	Tolerance	Courage	Kind	Faithfulness
Quality	Responsibility	Perseverance	Obedient	Goodness
Service	Respect for Life	Honesty	Cheerful	Forgiveness
Patience		Loyalty	Thrifty	Hope
		Faith	Brave	Compassion
			Clean	Peace
			Reverent	Love

Key to Values Comparison Table

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ORGANIZATIONAL VALUES

Social Responsibility	Self Development	Relationship	Continuity	Lifestyle	Mastery
Fairness	Challenge	Belonging	Tradition	Health	Competence
Honesty	Self-Acceptance	Diplomacy	Security	Pleasure	Achievement
Tolerance	Knowledge	Teamwork	Stability	Play	Advancement
Courageous	Adventure	Helping	Neatness	Prosperity	Intellectual Status
Integrity	Creativity	Communication	Self-Control	Family	Recognition
Forgiveness	Personal Growth	Friendship	Perseverance	Appearance	Authority
Peace	Inner Harmony	Consensus	Rationality	Intimacy	Power
Environment	Spiritual Growth	Respectful		Aesthetic	Competition

Core Values of the Military Services

JOINT ETHICS REGULATIONS	U.S. ARMY	U.S. NAVY/ U.S. MARINES	U.S. AIR FORCE	U.S. COAST GUARD
honesty	Loyalty	Honor	Integrity First	Honor
integrity	Duty	Courage	Service Before Self	Respect
loyalty	Respect	Commitment	Excellence in all We Do	Devotion to Duty
accountability	Selfless-service			
firmness	Honor			
enduring	Integrity			
respect	Personal Courage			
promise Keeping				
responsible citizenship				
pursuit of excellence				

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Generosity	Humor	Unselfishness	Self-Reliance	
Gentleness	Imagination	Sensitivity	Tolerance	
Helpfulness	Integrity		Trustworthiness	
Honesty	Justice			
Honor	Kindness			
Humility	Loyalty			
Idealism	Purpose			
Joyfulness	Respect			
Justice	Responsibility			
Kindness	Restraint			
Love	Self-Discipline			
Loyalty	Sharing			
Mercy	Sincerity			
Moderation	Tolerance			
Modesty	Truthfulness			
Obedience	Wisdom			
Orderliness				
Patience				
Peacefulness				
Prayerfulness				
Purposefulness				
Reliability				

Respect				
Responsibility				
Reverence				
Self discipline	FAMILY			
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Steadfastness	Trust			
Tact	Trustworthine			
Thankfulness	Truthfulness			
Tolerance	Unity			

Covey	Kidder	Bennett	Boy Scouts	Bible
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Charity	Freedom	Friendship	Friendly	Patience
Integrity	Unity	Work	Courteous	Gentleness
Honesty	Tolerance	Courage	Kind	Faithfulness
Quality	Responsibility	Perseverance	Obedient	Goodness
Service	Respect for Life	Honesty	Cheerful	Forgiveness
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Organizational Values

Social Responsibility	Self Development	Relationship	Continuity	Lifestyle	Mastery
Fairness	Challenge	Belonging	Tradition	Health	Competence
Honesty	Self-Acceptance	Diplomacy	Security	Pleasure	Achievement
Tolerance	Knowledge	Teamwork	Stability	Play	Advancement
Courageous	Adventure	Helping	Neatness	Prosperity	Intellectual Status
Integrity	Creativity	Communication	Self-Control	Family	Recognition
Forgiveness	Personal Growth	Friendship	Perseverance	Appearance	Authority
Peace	Inner Harmony	Consensus	Rationality	Intimacy	Power
Environment	Spiritual Growth	Respectful		Aesthetic	Competition

Core Values of the Military Services

JOINT ETHICS REGULATIONS	U.S. ARMY	U.S. NAVY/ U.S. MARINES	U.S. AIR FORCE	U.S. COAST GUARD
honesty	Loyalty	Honor	Integrity First	Honor
integrity	Duty	Courage	Service Before Self	Respect
loyalty	Respect	Commitment	Excellence in all We Do	Devotion to Duty
accountability	Selfless-service			
firmness	Honor			
enduring	Integrity			
respect	Personal Courage			
promise Keeping				
responsible				
citizenship				
pursuit of excellence				

APPENDIX D

NAVAL ACADEMY CHARACTER DEVELOPMENT PROGRAM

United States Naval Academy MORAL, ETHICAL and CHARACTER DEVELOPMENT

Elements of the character development program include:

Admission Candidate Statements and Recommendations

Candidates for admission must write an essay on a significant character-developing experience they have had. Teachers completing recommendations for candidates are specifically asked to comment on the character and integrity of candidates as compared to their peers.

Plebe Summer Training

Fourteen hours of training during Plebe Summer lay the foundation for character development. Eight honor lessons are presented on topics such as moral courage, integrity and loyalty, the meaning of honor, and the basic mechanics of the honor system. Six human relations classes address issues including discrimination, conflict resolution, stress management, alcohol abuse and sexual assault prevention. Plebe Summer culminates with an Honor Affirmation ceremony. There plebes formally affirm their allegiance to the Honor Concept and Honor Treatise of the Brigade of Midshipmen during Parents' Weekend. During this moving ceremony, the plebes also reaffirm their oath of office as midshipmen.

Four-Year Honor Education Plan

Midshipmen-taught Honor Education lessons, building on the groundwork of Plebe Summer training, are given each year to all midshipmen. Lessons progress from the procedural aspects of the Honor System in plebe year, to honor in writing fitness reports and honorable conduct in combat during First Class year.

Honor Remediation Program

A few midshipmen each year who are found guilty of honor offenses are retained by the Commandant and assigned to a comprehensive honor remediation program. This program places the midshipman under the mentorship of a senior officer for a designated period, usually three-four months. This introspective period requires regular readings and personal reflection on honor, extensive discussions with the mentor, participation in a community service project, and preparation of a written thesis.

Integrity Development Seminars (IDS)

Once each month, midshipmen are divided into small groups for a 75-minute ethics-related discussion designed to strengthen the foundations of moral values and nurture ethical and moral reasoning skills. These seminars, led by trained staff and faculty facilitators and first class midshipmen, typically center around readings from ethics texts and articles. Over 270 staff and faculty members participate in this prominent program.

Human Education Resource Officer (HERO) Program

This peer-education and peer-resource human relations network places specially trained midshipmen trainers and advisors for each class in each company. The program is designed to provide support to the chain of command in all human relations areas, resolve peer issues within the companies, and provide education and information to midshipmen that will help them make responsible decisions in their own lives, and to contribute to an environment of dignity and respect for others within the Brigade.

Human Relations-related General Military Training (GMT)

Coordinated by the Commandant's Planning Board for Training, several lessons are prepared and presented each semester. Lessons are team-taught in an interactive and experiential format by professional development division officers, and first class midshipmen HEROs. The character development division is responsible for developing lesson plans and training instructors. Past topics have included discrimination/cultural diversity, responsible

relationships, sexual assault prevention, prevention of sexual harassment, suicide awareness, and conflict resolution.

Core Ethics Course

A new core course, NE203: Moral Reasoning for Naval Leadership, is designed to strengthen the midshipmen's background in the foundations of ethical thought and moral reasoning. It is the academy's flagship academic course. Given the third class year, the course is team-taught by civilian philosophers from the Department of Leadership, Ethics and Law and senior military officers from across the Yard. NE203 is a three-credit-hour course; one hour each week consists of a lecture on ethical theory, with two hours of small group discussion and case studies on applied ethics.

Character Development Speakers Program

Annually, the division invites prominent speakers and experts in character development to address the Brigade or to provide additional specialized training to faculty, staff and midshipmen. During Plebe Summer, the Naval Service Core Values Speakers Program enables the new class to interact with such prominent leaders as the chief of naval operations and the commandant of the Marine Corps. Throughout the year, the division sponsors training seminars and speakers.

Ethics-Across-the-Curriculum

This program ensures that the Academy's core courses in English, history, political science and naval leadership contain strong ethical components. Many of the majors' courses have also added ethical segments. One of the goals in this academy-wide effort is to impress upon the midshipmen that there are no areas or academic courses where ethics does not in some way come into play.

G.

APPENDIX E

USAF ACADEMY CHARACTER DEVELOPMENT PROGRAM

Center for Character Development

“To educate a person in mind and not in morals is to educate a menace to society.”
—T. Roosevelt

The USAF Academy defines character as: “The sum of those qualities of moral excellence, which stimulate a person to do the right thing, which is manifested through right and proper actions despite internal or external pressures to the contrary.”

The Center’s mission is to facilitate programs and activities throughout all aspects of cadet life which help cadets develop this internal moral compass. Its objective is to graduate officers who:

- Have forthright integrity who voluntarily decide the right thing to do and do it.
- Are selfless in service to the country, the Air Force and their subordinates.
- Are committed to excellence in the performance of their personal and professional responsibilities.
- Respect the dignity of all human beings.
- Are decisive, even facing high risk.
- Take full responsibility for their decisions.
- Have the self-discipline, stamina and courage to do their duty well under even the extreme and prolonged conditions of national defense.
- Appreciate the significance of spiritual values and beliefs to their own character development and that of the community.

To do so, it is organized into three divisions. The Honor Division provides Honor Code education and administration. The Human Relations Division focuses on fostering an environment and programs which encourage a respect for human dignity. The Character Development Division organizes symposiums, conducts seminars, and operates an adventure based learning program which help encourage character development across the Academy. Cadets receive Honor Code instruction equivalent to an academic course throughout their four years at the Academy. In the first two years, it focuses on understanding and living under the Code. In the final two years, it centers on helping others live under the Code and how graduates can use the Code’s principles in the operational Air Force. Upper-class cadet instructors provide most of the honor education

in the first phase. Officers called Special Ethics Advisors conduct many of the classes in the later phase. Of course, learning about the Code does not ensure living under its principles.

Administration of the Code through the Cadet Honor Committee involves adjudicating possible violations and determining appropriate sanctions. The Honor Committee is composed of first and second-class cadets elected from each squadron. They form the Honor Code instructor cadre and start action should a cadet violate the Code. Officers in the Honor Division oversee this process with the Commandant or the Superintendent in disenrollment cases making the final sanction decision. Although the primary sanction is disenrollment, the Commandant may suspend the disenrollment for a designated period on a case-by-case basis. Factors considered are the cadet's experience under the Code, nature of the violation, forthrightness, and whether the cadet self-reported or admitted the violation.

Living under the Code demands complete integrity in word and deed. You are expected to report yourself for any Code violation. Furthermore, you must consult with any other cadet you believe may have violated the Code and report the incident if the situation is not resolved. This standard is tough. However, living in a society which accepts it creates an atmosphere of trust unparalleled at other institutions. The Human Relations Division also provides education equivalent to an academic class. The focus of their 42 lessons is to help develop officers who:

- Believe individual differences of race, color, national origin, religion, and sex are to be valued.
- Act in ways which support and encourage others to develop to their fullest potential.
- Do not demean or debase others.
- Accept individual differences and understand how they contribute to high productivity and mission accomplishment.

This is accomplished through class room instruction and special exercises designed to help cadets learn through participation. As with Honor Code Education, upper-class cadets known as Human Relations Education Officers serve as instructors with Division personnel providing lesson plans and oversight.

The Character Development Division facilitates numerous programs and activities across the Academy. They conduct off-site seminars for Academy staff and faculty. The skills provided in these seminars help everyone in their own area of expertise aide in developing each cadet's character. The Division hosts national symposiums on character development to encourage cadets to interact with other students to enhance their ethical decision making. The Division also brings in distinguished military veterans to interact with cadets in informal forums. They also run adventure-based learning exercises on the "Alpine Tower" for cadets and other military organizations. This experience consist of climbing a 50 foot tower and wall as a team. The personal growth involved is phenomenal.

In sum, character development will be a crucial, all encompassing part of your Academy experience. From the time you enter until graduation you can expect to see various character development programs in every aspect of your life with the ultimate goal of imbuing you with the inner desire to put integrity first, place service before self, and strive for excellence in all you do.

APPENDIX F

OVERVIEW OF TYPOLOGY OF VALUES EDUCATION APPROACHES

Overview of Typology of Values Education Approaches

Approach	Purpose	Methods
Inculcation	<ul style="list-style-type: none"> • To instill or internalize certain values in students; • To change the values of students so they more nearly reflect certain desired values 	<ul style="list-style-type: none"> • Modeling; • Positive and negative reinforcement; • Manipulating alternatives; • Games and simulations; • Role playing
Moral Development	<ul style="list-style-type: none"> • To help students develop more complex moral reasoning patterns based on a higher set of values; • To urge students to discuss the reasons for their value choices and positions, not merely to share with others, but to foster change in the stages of reasoning of students 	<ul style="list-style-type: none"> • Moral dilemma episodes with small-group discussion; • Relatively structured and argumentative without necessarily coming to a "right" answer
Analysis	<ul style="list-style-type: none"> • To help students use logical thinking and scientific investigation to decide value issues and questions • To help students use rational, analytical processes in interrelating and conceptualizing their 	<ul style="list-style-type: none"> • Structured rational discussion that demands application of reasons as well as evidence; • Testing principles; • Analyzing analogous cases;

<p>Values Clarification</p>	<p>values</p> <ul style="list-style-type: none"> • To help students become aware of and identify their own values and those of others; • To help students communicate openly and honestly with others about their values; • To help students use both rational thinking and emotional awareness to examine their personal feelings, values, and behavior patterns 	<ul style="list-style-type: none"> • Research and debate • Role-playing games; • Simulations; • Contrived or real value-laden situations; • In-depth self-analysis exercises; • Sensitivity activities; • Out-of-class activities; • Small group discussions
<p>Action Learning</p>	<ul style="list-style-type: none"> • Those purposes listed for analysis and values clarification; • To provide students with opportunities for personal and social action based on their values; • To encourage students to view themselves as personal-social interactive beings, not fully autonomous, but members of a community or social system 	<ul style="list-style-type: none"> • Methods listed for analysis and values clarification; • Projects within school and community practice; • Skill practice in group organizing and interpersonal relations

H.

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